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ABSTRACT

With the primary goal to enhance the degree of cooperativeness between CETA (Comprehensive Employment and Training Act) and vocational education in Pennsylvania, CETA "prime sponsor" staffs were surveyed in a study to determine (1) general staff background and information; (2) types of educational and noneducation experiences; (3) perceived training needs; and (4) present relationship with local education agencies. The project also involved identifying competencies for inclusion in the preservice vocational education training program and improving the working relationship between vocational education and CETA sponsor staffs. Procedures included survey of CETA sponsor directors and survey of staff to assess training needs. As can be seen from the detailed tabulation and breakdown of data in the half of the report devoted thereto, there was a definite interest in training, expressed by a vast majority, while CETA staff background characteristics (average age--32; 87% college attenders; average length of CETA employment--2.94 years) seem to indicate a population ready for training programs. Since CETA and vocational education staff training programs share similar and parallel information and training needs, information obtained from the study could serve to develop CETA staff training for delivery by vocational education institutions, and could be included in vocational education training programs to enhance the educator's understanding of CETA. (CP)

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FINAL REPORT

ASSESSING THE NEEDS OF CETA PRIME SPONSOR STAFFS IN PENNSYLVANIA

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ABSTRACT

Introduction

The Pennsylvania Department of Education, Bureau of Vocational Education funded The Pennsylvania State University, Division of Occupational and Vocational Studies to: (1) determine the staff size of the thirty-one CETA prime sponsor areas in Pennsylvania, (2) determine the perceptions of CETA prime sponsor directors concerning the relationship between vocational education and CETA, and (3) to assess the training needs of CETA prime sponsor staff personnel.

Objectives

1. To survey CETA prime sponsor staffs to determine (a) general background information, (b) types of educational and non-educational experiences, (c) perceived training needs, and (d) present relationship with local education agencies.
2. To develop a plan for meeting the inservice training needs of CETA prime sponsor staffs.
3. To identify competencies for inclusion in the preservice training program of vocational education.
4. To develop a better working relationship between vocational education and CETA prime sponsor staffs.

Procedures

A number of procedures were employed to accomplish the objectives of this project. These included a survey of CETA prime sponsor directors in Pennsylvania and a survey to assess the training needs of CETA staff personnel in the state.

Results

There was a definite interest in CETA staff training programs by CETA staff personnel. 99.4% of those surveyed indicated interest in a staff training program.

The type of information which should be included in CETA staff training programs parallels the type of information presented in vocational education staff training programs.

The average age of CETA staff personnel was 32.1 years, 87% have attended college, and the average length of employment with CETA was 2.94 years. These background characteristics seem to indicate that population to be a prime group for staff training programs.

Information obtained from the study could be presented to vocational educators to enhance their understanding of CETA. These are but a few of the results obtained from the study. Interested readers should refer to Chapters IV and V.

DISCLAIMER

This activity was supported in whole or in part by the United States Office of Education, Department of Health, Education and Welfare through the Pennsylvania Department of Education (PDE), Bureau of Vocational Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, Pennsylvania Department of Education (PDE), or the Bureau of Vocational Education and no official endorsement should be inferred.

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A special thank you is extended to those CETA staff members who assisted in the development of the survey instrument, specifically: Mr. Peter Avellini, Deputy Director of Operations, Northumberland County Manpower Agency; Mr. Larry Nelson, Grants Coordinator, Southern Alleghenies Planning and Development Commission; Mr. John Sproull, Assistant Director, Westmoreland County Employment and Training Administration; Ms. Michelle Madonna, CETA Adult Education School Specialist, Lancester-Lebanon Intermediate Unit; Mr. Richard Davis, Assistant Director, Centre County Community Services Office.

Gratitude is also expressed to those Pennsylvania CETA staff members who participated in this study.

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CHAPTER I

INTRODUCTION

Statement of the Problem

In an effort to offset barriers to employment for the economically disadvantaged segment of the population, the federal government in 1973 initiated the Comprehensive Employment and Training Act (CETA). Utilizing the concepts of the Manpower Development and Training Act of 1962 and other manpower programs of the 1960's, CETA's intent was to consolidate various fragmented manpower programs under one piece of legislation in order that employment and training needs could be addressed systematically. Due to the lack of effectiveness of the centralized program structure in previous manpower programs, CETA legislation mandates that programs be planned and administered at the local level. Thus, a tremendous shift from centralized to decentralized programming has occurred. The historical record attests to manpower programs being federally funded, planned, and operated whereby unique needs of local areas were addressed only to the extent that the needs reflected the aggregate national need. For the first time, then, under CETA, employment and training needs of local areas are identified and addressed by local decision makers, known as prime sponsors, who administer the respective local program operation.

The primary goal of CETA, to improve job skills and employability for the socioeconomic disadvantaged, is also a primary goal of vocational education as mandated in the Vocational Act of 1963. This commonality of interest indicates that CETA and vocational education should work cooperatively to establish and operate programs which serve a mutual clientele. To support this, Congress has stipulated that five percent of CETA's Title I monies in each state be used for the purchase of services by the state boards of vocational education for administrative expenses, training programs, research efforts, or other viable manpower activities.

Vocational education must be responsive to CETA prime sponsors in providing leadership and expertise in skill training for the unemployed. Vocational education and CETA prime sponsors, with common interests, must work cooperatively to meet the needs of the socioeconomic disadvantaged. In order for both parties to work cooperatively to attain a common goal, certain issues must be examined. What are the backgrounds of CETA staff personnel? Are CETA administrative and functional components identifiable? What philosophical differences or similarities are evident? Are CETA staff members receptive to increasing their knowledge of manpower training programs? What CETA operational functions are most important to CETA staff personnel? These and other questions need to be answered for vocational education and CETA prime sponsors to develop a close working relationship for the delivery of services to the socioeconomic disadvantaged segment of the population.

With these questions in mind a research project entitled: "Assessing the Needs of CETA Prime Sponsor Staffs in Pennsylvania," was conducted from July 1, 1978 to June 30, 1979 by the Division of Occupational and Vocational Studies at The Pennsylvania State University.

Statement of Objectives

With the primary goal to enhance the degree of cooperativeness between CETA and vocational education in the Commonwealth of Pennsylvania the objectives of the project were:

1. To develop and disseminate a survey instrument to the 31 CETA prime sponsor areas in Pennsylvania to determine:
    (a) general background information of CETA staff members.
    (b) types of educational and noneducational experiences.
    (c) interest in participation in manpower training programs.
    (d) perceived training needs for inclusion in manpower training programs.
2. To develop a plan for meeting inservice training needs of prime sponsor staffs.
3. To identify competencies for inclusion in preservice vocational education training programs.
4. To foster a closer working relationship among vocational education and CETA prime staff personnel.

Priority Areas

This project aligned itself with Goal VII, specifically subgoals 7.2, 7.3, and 7.4 of the Pennsylvania State Plan (Fiscal Year 1978), for Vocational Technical Education Programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Inherent to the effectiveness of CETA programs is the role of vocational education to aid in the resolution of socioeconomic problems caused by unemployment and underemployment. With mutual objectives it seems that vocational education and CETA would work cooperatively to offset barriers to employment for the socioeconomic disadvantaged population. Although many CETA prime sponsors and vocational education agencies develop and maintain a cooperativeness toward mutual goals, evidence supports the notion that philosophical differences and misunderstanding do exist, thus negating the effectiveness of both parties.

This chapter will focus on the concern for better coordination and cooperation nationally and in the Commonwealth of Pennsylvania. Also presented are examples of University-sponsored programs designed to foster a closer working relationship between CETA and vocational education.

The National Concern

A report from the National League of Cities/United States Conference of Mayors (1977) concludes that relationships between vocational educators and CETA prime sponsors are "good and have led to greater interaction since CETA became law in 1973." The report, however, also indicated that there does exist a need for greater cooperation and coordination of local activities. The report found that prime sponsors generally spend their share of the governor's 5% vocational education set-aside CETA money at vocational schools and then go elsewhere for other training activities. The report noted that among the reasons prime sponsors are not more closely involved with vocational educators is "a perceived lack of flexibility, philosophical differences, higher institutional training costs, and poor vocational education success rates" (p. 6). The study found that the common thread among prime sponsors who reported close linkages with vocational education is "personal relationships; where good relationships exist, cooperation is fostered" (p. 6). The researchers said that "the key to a successful working relationship seems to be friendly, unsuspicious communication. A truce must be called. Common goals must be identified, flexibility must become automatic, and recognition of what each system has to offer their mutual clientele must be realized" (Manpower and Vocational Education Weekly, May 1977, p. 6).

Dr. Rupert Evans, Professor of Vocational Education at the University of Illinois, in a report to a national workshop entitled, Vocational Education Addresses Unemployment--Program and Policy Alternatives--1977, stated that "If the local education agency does not move to work with CETA on Youth Employment Training Programs, you can be sure that the prime sponsor is not going to let those funds be reassigned to some other community. It will turn to parochial or private schools or, if necessary, throw out the school board or school administration, or set up its own Local Education Agency" (p. 21).

Robert Taggart, Administrator, Office of Youth Programs, United States Department of Labor, has also indicated a need for closer involvement of vocational educators in CETA programs. In a paper entitled The Role of Vocational Education in the Nation's New Youth Employment and Training Programs--September, 1977, Taggart referred to the lack of flexibility found in some vocational education delivery systems. He stated, "Local vocational educators have frequently stayed with the activities and delivery modes they were most familiar with; too rarely have they taken the initiative in creating new approaches and forming linkages with other services. The result has been that vocational education frequently has not been an integral element in the delivery of manpower services to youths as well as to adults who have needed them." Taggart goes on to conclude that, "The principal direction for motion by vocational educators then, should not be towards fulfilling specific details for action under the different provisions of CETA, but towards getting involved in the planning and implementation of manpower policies at the local level on a lasting basis" (p. 14).

Also, a presentation by Daniel Kruger (1977), Professor of Industrial Relations at Michigan State University, lends further credence to the need for cooperation between CETA and vocational education:

> The involvement of vocational education, in my view, is essential. CETA has become the major employment and training delivery system with a growing budget. . . . There must be more dialogue between local prime sponsors and vocational educators on how they can work together more effectively. There must be more interaction between the two groups. There must be a willingness to work together and a willingness to accommodate the needs of each other. (p. 12)

Concern for Cooperation in Pennsylvania

It seems that the concern for more coordination between CETA and vocational education is also of primary interest in the State of Pennsylvania. The State currently has an extensive secondary and post-secondary vocational education delivery system which could provide services in cooperation with the State's thirty-one CETA prime sponsors to serve the economically disadvantaged, unemployed, and underemployed population. In the 1978-79 Mini-Plan; An Introduction to Vocational Education in Pennsylvania, the State Advisory Council on Vocational Education states its concern that "there is a need for a state-wide plan or policy for economic development and manpower training and development. The two areas of activity go hand-in-hand, but there is at the present time no coordinated program to tie the two activities together to meet the needs of Pennsylvania and Pennsylvanians."

Found in the 1977 Annual Report of the Pennsylvania State Advisory Council on Vocational Education is the concern for more cooperation and coordination between vocational education and CETA. The report stated:

> Considerable funding for vocational training is available in Pennsylvania each year under the provisions of the Comprehensive Employment and Training Act (CETA; PL 93-203). There is an obvious need for cooperation and coordination between vocational education (intermediate units) and CETA manpower training (prime sponsors) in order to eliminate and prevent unnecessary duplication of vocational training and the establishment of dual physical facilities for the provision of such training.
>
> In order to achieve a consistent, balanced vocational training program with best possible utilization of available funding, an exchange of vocational education plans and CETA plans

> is essential in the early planning stages. Council takes the position that more efficient and effective working relationships must be established between vocational institutions and CETA agencies at local levels. Therefore:
>
> The advisory council recommends to the Governor and to the State Board that the Department of Education, through its Bureau of Vocational Education, take the initiative in encouraging and supporting the establishment of cooperative working arrangements with CETA prime sponsors and their manpower councils throughout the State so that a balanced, integrated and coordinated approach in serving vocational training needs may be accomplished with maximum utilization of available funding (wherever possible through existing agencies and facilities including area vocational technical schools and community colleges). (SACVE 1977 Annual Report, p. 40)

Also, meetings between vocational educators and CETA prime sponsors in Pennsylvania, held on January 6 and March 15, 1978, have attempted to foster a closer working relationship and understanding among the two respective groups. According to the final report of those meetings, which were cooperatively sponsored by the Pennsylvania State Advisory Council on Vocational Education and the State Manpower Services Council, the purpose of the meetings was to identify existing problem areas between the groups and develop strategies to resolve those problems for the objective of having CETA and vocational education representatives work together as a more solidifed unit. Prior to the meetings, CETA and LEA representatives were asked to submit areas of concern which should be addressed during the meetings. The topics identified were then ranked in priority order, as follows:

1. Attitude and trust.
2. Prime time.
3. Utilizing existing staff.
4. Job placement.

5. Communications.
6. Funding.
7. Instructors.
8. Accessibility of transportation.

It is interesting to note that Pennsylvania CETA and vocational education personnel perceive attitude and trust as needing the most emphasis which directly parallels the perceptions of national vocational and CETA leaders, who have identified a lack of understanding and cooperation as the major barrier to a closer working relationship. The last paragraph in the final report of that meeting stated:

> There was a great deal of discussion that went into these brief summaries, but the main thing that came out of the discussion was that we need to get to know each other. We being, all the agencies delivering services, and that we are all in the business of serving clients. This goes back to the first problem of attitude and trust. (Commonwealth of Pennsylvania State Advisory Council on Vocational Education, 1978, p. 4)

Also in November of 1978, the Pennsylvania State Advisory Council on Vocational Education published a summary of public meetings held in the State. In that summary is an indication of the current status of cooperation between CETA and vocational education:

> The establishment of cooperation and coordination between CETA prime sponsors and their manpower councils throughout the state and vocational education as a whole was the subject of a 1978 SACVE (State Advisory Council on Vocational Education) recommendation. Because of the importance of this concern, the Advisory Council is planning its April, 1979 Forum V around the subject of CETA and vocational education. (p. 12)

The summary continues:

> Every speaker who addressed this issue concurred that a closer relationship and better understanding should exist between the CETA and vocational education system in the state and in local prime sponsor areas to avoid duplication, to permit overall planning of skilled training and to promote the highest quality of training. The fear and distrust that have existed between CETA and vocational education must be replaced by

> effective cooperation and coordiation. (Pennsylvania State Advisory Council on Vocational Education, 1978, p. 12)

University-Sponsored Manpower Programs

Of paramount importance to the development of a closer working relationship between CETA and vocational education is the active involvement of each educational institution in the CETA process. Educators must reach out to CETA prime sponsors from the colleges and universities, community colleges, intermediate units, area vocational technical schools, and comprehensive high schools to aid in those processes which enhance the goal towards better understanding and cooperation.

A major source of accomplishing such involvement is through teacher education institutions which prepare instructors and administrators of vocational education. Many of the functions of CETA staff members directly parallel those functions performed by vocational educators such as career counseling, development of training programs, client assessment, job forecasting, placement of clients, and on-the-job training. Already in existence in only a few universities are programs planned by vocational-teacher educators to prepare CETA staff members to carry out their occupational role. Such programs are mutually beneficial to allow CETA and vocational education to foster a closer relationship, develop and analyze their respective philosophies, and better coordinate efforts to serve their mutual clientele.

A viable example of the possible involvement of university personnel in the process to bridge the gap between CETA and vocational education is found at the State University of New York at Buffalo. In this particular institution the mutual concern for better coordination by vocational education and CETA personnel brought about the development of a graduate-level course entitled: "Vocational Education and the Delivery of Manpower Services" in January 1978. Following is a description of the background information which brought about the development of that course and a description of the course. Pautler (1978) states:

> This monograph and the course upon which it is based came about as a result of a professional association between Dr. Thomas G. Gutteridge, Director of the Institute for the Development of Human Resources Specialists, School of Management, and Dr. Albert J. Pautler, Jr., Professor of Vocational Education, Faculty of Educational Studies, State University of New York at Buffalo. Professors Pautler and Gutteridge became acquainted as a result of their appointments to the Manpower Advisory Council for Erie County, New York. It became apparent to both parties that a very serious lack of coordination or articulation existed between and among vocational educators and manpower specialists in the western New York area. As a result, the idea of some type of interface between these two groups was considered.
>
> Dr. Gutteridge encouraged Dr. Pautler to develop a course outline which would serve to acquaint vocational educators and human resource development specialists with items of mutual concern to both groups. This resulted in a course entitled: "Vocational Education and the Delivery of Manpower Services."
>
> The course was made possible and taught under a grant from the Employment and Training Administration of the United States Department of Labor under Research and Development Grant 31-36-74-02. This grant, which was prepared and directed by Professor Gutteridge, is concerned with curriculum development, research, and teaching of human resource specialists in Region #2, including New York, New Jersey, Puerto Rico, and the Virgin Islands.
>
> The course is MGI 781--Vocational Education and the Delivery of Manpower Services, which is a graduate-level course and available to all graduate students within the University. This course brought together an almost equal mix of vocational educators and CETA prime sponsor workers.

This monograph on vocational education and manpower services is written from a variety of viewpoints and usages. It will attempt to put into perspective the need for such involvement between manpower specialists more closely associated with the Department of Labor (DOL) and vocational education specialists more closely associated with the Department of Health, Education and Welfare (HEW). It should be clearly pointed out that both groups rely heavily on federal funds for support of programs in their respective areas of concern. For the most part, those funds from HEW supporting vocational programs are for clients attending public schools at the secondary and post-secondary levels as well as adult education programs. The DOL funds for the most part, are for remedial types of programs such as those under the Comprehensive Employment and Training Act (CETA) (1973) and later amendments to the Act. For the most part, both are concerned with preparing people for the world of work and helping clients get jobs in the private sector.

Whether using federal dollars for HEW or DOL, the concern is for worthwhile human resources development of the individual client, who is receiving the advantage of such services. From time to time, many vocational educators speculate that what they are presently doing may be taken over by the Department of Labor. Recent federal legislation is causing closer coordination and cooperation between DOL and HEW. A close inspection of both Public Law 93-203 (Comprehensive Employment and Training Act--1973) as well as its later amendments and Public Law 94-482 (Education Amendments of 1976), especially Title II, which deals with vocational education, will acquaint the interested reader with common interests of both pieces of legislation. It seems rather clear that Congress is also concerned with duplication of effort from both programs and is seeking closer ties at the national, state, and local levels at the present time.

With this in mind and by means of a common meeting place within a university setting, parties interested in manpower services and vocational education were brought together to discuss items of concern to both. The following description is used for the course MGI 781.

I. Course Description:

This seminar experience will attempt to develop an interface between vocational education programs, both public and private, and manpower personnel, including those administering CETA programs. Major concern will center on the need for articulation between program sponsors and those who administer programs that have the

> capability of being able to deliver such services and those interested in and in need of trained manpower to meet local needs. The seminar experience will include visits to local vocational training sites in order to observe firsthand the capability of various agencies to deliver vocational services in the local area. Such visitations will include both public and private agencies engaged in vocational training programs. Interaction between program sponsors and members of the seminar will follow each visitation.
>
> It is anticipated that the seminar will attract individuals who will be considered as program sponsors and others who are concerned with the need for an adequate source of trained/educated manpower. The seminar should be of interest to students in the School of Management as well as in the Faculty of Educational Studies, especially majors in the Occupational Education program. It should also appeal to those responsible for the delivery of manpower services, including public and private schools, industrial training directors, and those administering CETA-type programs.
>
> A number of topics, including the following will be discussed: articulation between vocational education and CETA; laws of interest concerning vocational education and CETA; structure and resources for the delivery of manpower services; vocational education in New York State; determining the need for trained manpower in a local area; services of the New York State Department of Labor; manpower policy; vocational policy; articulation between various agencies; the development of an articulation model. (pp. 1-3)

Also in 1975-76 the University of Michigan took the initiative to foster a closer working relationship with CETA by offering a manpower leadership program (MLP) at the graduate level through the occupational education program at that university. Vogler (1976) indicated a rationale for that program and the background upon which it was based; he stated that:

> Since 1961, manpower programs have been a formal and statutory activity having both federal and state government support. Several billions of dollars have been appropriated to formalize manpower programs. These monies were provided in recognition

of an extremely fluid and often uncertain labor force. Technology, market actions and reactions, international uncertainties, and a myriad of other factors have influenced employment levels, occupational demand, job characteristics, and broad shifts in governmental program emphasis.

The past decade has revealed that appropriations, standing by themselves, were no guarantor that manpower programs would increase employment and decrease underemployment. The assumption that leadership capabilities would automatically emerge if the money were available was not viable.

Leadership, is the influence that individuals exercise to cause movement of individuals and the organizations they comprise toward specified goals. Leadership in manpower planning, programming, and operation is the essential ingredient for successful results for employment and training for employment. This leadership requires the development of personnel who understand the dynamics of the labor market, the needs of people, and the ability to serve effectively as an agent of change within the operational style and behavior patterns of organizations and institutions.

A planning contract (75-103E-B4-1) to study professional training and development of Michigan manpower personnel was negotiated between the Institute of Labor and Industrial Relations of The University of Michigan, and the Bureau of Manpower of the Michigan Department of Labor. The purpose of the contract was to develop a feasible, responsive, professional-level, academic training program for Michigan manpower personnel who aspire to careers in manpower planning, administration, and operation.

A mail survey was conducted to identify the current status of experience, education, age, sex, and race for Michigan Manpower personnel. Nineteen of the thirty-three prime and sub-prime sponsors responded to the survey. The following describes the population:

1. Approximately 75% of the surveyed group had less than four years of experience in manpower.

2. Approximately half the surveyed group possessed a bachelor's degree. A projection of data suggested that about 300 persons had bachelor degrees.

3. The majors within the bachelor degrees varied considerably. No dominant major emerged.

4. Approximately 75% of the group surveyed were between 24 and 45 years old.

5. Men and women were about the same in number.

Regional meetings were held to seek opinions about personnel development. The directors' views supported the data reported earlier. The directors urged that programs for personnel development be launched.

An ad hoc review conference was held to receive expert opinion. Representation from The University of Michigan, other Michigan colleges and universities, Michigan Department of Labor, U.S. Department of Labor, U.S. Office of Education, Michigan Department of Education, United Auto Workers, Michigan Association of Private Vocational Schools, private foundations, and the U.S. Congress were invited. The ad hoc conference participants strongly endorsed the MLP approach while noting that this effort should be viewed as the first step to comprehensive manpower personnel development.

Nominations, contingent upon funding, were sought for the MLP. Preliminary data supported that a group of approximately 20 qualified persons were eligible and interested in a 1975-76 program.

Cooperation was solicited among the University of Michigan's Institute of Social Research, Economics Department, School of Social Work, School of Education, and Extension Service. This unique combination, coupled with the aforenoted information, resulted in a funded contract between the Bureau of Manpower, Michigan Department of Labor, and the School of Education, The University of Michigan. The contract's purpose was to develop and implement both an inservice, graduate, Manpower Leadership Program (MLP), and three Manpower Leadership Workshops for Michigan manpower personnel. (pp. 5, 9, 10, 11)

Summary

Coordination and cooperation between CETA and vocational education is an issue with national and state-wide implications. Nationally, the United States conference of mayors and proponents of vocational education have indicated that vocational education and CETA must develop an atmosphere of understanding. There is national concern to foster a closer working relationship between the two groups to effectively carry out a nationwide socioeconomic strategy.

Also, in Pennsylvania, the State Advisory Council on Vocational Education and the State Manpower Services Council contend that fear and distrust must be replaced with effective cooperation and coordination.

Only a few vocational-teacher education institutions have implemented the involvement of CETA personnel into their programs. These efforts allow for CETA and vocational educators to foster a closer relationship, develop and analyze their respective philosophies, and better coordinate efforts to serve a mutual clientele.

To effectively serve the economically disadvantaged, there must develop a concerted effort of vocational educational CETA delivery systems to better prepare people to enter the world of work and life in general as proud and productive citizens.

CHAPTER III

PROCEDURES

The objectives of this project were accomplished through the development and dissemination of two survey instruments to the 31 CETA prime sponsor areas in Pennsylvania. (Appendix A lists Pennsylvania prime sponsor areas.)

The first survey, entitled: CETA Prime Sponsor Directors Survey, and a cover letter were mailed on December 6, 1978 to the 31 CETA prime sponsor directors in Pennsylvania (see Appendix B). This survey form was developed by the project staff in cooperation with Mr. Robert Burchfield, Coordinator of Pennsylvania Cooperative Education Programs, and Mr. Thomas Bandle, Coordinator of Youth Employment and Demonstration Projects Act, of the Pennsylvania Department of Education, Bureau of Vocational Education. The survey was designed to inform CETA prime sponsor directors of the intent of the research project, to collect baseline data which describe the directors' basic perceptions of general issues concerning CETA and vocational education, and to determine CETA staff size and composition in Pennsylvania. This survey also served to develop the prime sponsor directors' interest in the project and to inform them of the second survey instrument to be mailed to prime sponsor staff members.

During the collection of data from the Prime Sponsor Directors Survey, the design of a second survey instrument was initiated. The survey instrument entitled: Assessing the Needs of CETA Prime Sponsor Staff Personnel in Pennsylvania was developed with the cooperation of five CETA staff members in various prime sponsor locations throughout the state. These individuals included:

Mr. Peter Avellini, Deputy Director
Northumberland County Manpower Agency
225 Market Street, 3rd Floor
Sunbury, PA 17801

Mr. Richard Davis, Assistant Director
Community Service Office
Centre Community Hospital
2nd Floor, Willowbank Unit
Bellefonte, PA 16823

Ms. Michelle Madonna, CETA Adult Education Specialist
Adult Education Division, I.U. 13
Box 526
Lancaster, PA 17601

Mr. Larry Nelson, Grants Coordinator
Southern Alleghenies Planning and
Development Commission
Southern Alleghenies Plaza
1506 11th Avenue
Altoona, PA 16601

Mr. John Sproull, Assistant Director
Westmoreland County Office of Manpower
Court House Square
10 West Pittsburgh Street
Greensburg, PA 15601

On February 10, 1979 a letter was sent to the above individuals asking for their individual support and assistance (see Appendix C) in the development of a survey instrument to assess the perceived training needs of CETA staff personnel. Following receipt of the letter, initial telephone contact was established to set a time and date for individual meetings for the development of the survey instrument. Utilizing the suggestions of the individuals involved, a first draft of the survey instrument was designed and sent on March 21, 1979 with a cover letter to each of the consultants asking for further comments and suggestions. Upon receipt of their final suggestions and comments (Appendix D) a final copy of the questionnaire was developed for dissemination to CETA staff personnel in Pennsylvania. A thank you letter (Appendix E) was then mailed to the consultants.

Design of the Instrument

The Prime Sponsor Staff survey was mailed on May 3, 1979, along with a cover letter (see Appendix F) to the 31 CETA Prime Sponsor Directors in Pennsylvania. The survey instruments were distributed in a packet form containing 11 survey forms to each of the 31 Prime Sponsor Directors. The director in a separate letter was asked to complete one of the instruments and disseminate the remaining ten instruments to ten individual staff members with the exclusion of clerical staff. This procedure insured the anonymity of the staff members completing the instrument. Each questionnaire was accompanied by a cover letter describing the intent and nature of the project (see Appendix G).

With each of the 31 prime sponsors receiving 11 survey forms, this allowed for a possible sample population of 341; however, some staffs did not include ten staff members while others did not respond. To accurately determine the number of questionnaires disseminated by the director, page 2 of the director's copy of the instrument asked for identification of the number of surveys distributed within the prime sponsor area and the specific job titles of those completing the forms (Appendix H), while in the staff member's copy this item was omitted. It was suggested that the director distribute the questionnaires to as many different job titles as possible.

The survey instrument consisted of three sections with the overall objective to assess perceived training needs of CETA staff personnel in Pennsylvania. Section one of the instrument determined background characteristics of the participants as to:

a) Prime Sponsor employed by
b) Present position
c) Age
d) Sex
e) High school graduate
f) College graduate
g) Years of college
h) Major areas of study
i) Types of college degrees
j) Occupational experience other than CETA
k) Length of time employed by CETA
l) Length of time at present position with CETA
m) Previous employment experience with CETA
n) Interest in participation in manpower training program
o) Type of training most interested in

The participants, in section two of the survey, were asked to rank in order of priority five of eighteen CETA operational functions perceived as necessary to carry out their occupational responsibilities. The eighteen operational functions were developed from the suggestions of the five CETA staff members and from a report entitled: Regional Training Center Annual Plan and Results of the Training Needs Assessment for Fiscal Year 1979, published by the Employment and Training Administration, Regional Training Center located in Philadelphia, Pennsylvania.

In section three of the instrument the eighteen operational functions were each broken down into a number of competency statements. These statements were accompanied by a four-point Likert scale to determine the importance level of each statement.

Following the initial mailing of the survey instrument, a follow-up letter (Appendix I) and telephone calls were initiated, to prime sponsor directors, on May 16, 1979 to induce nonrespondents to complete and return the survey instruments.

Analysis of Data

As described, the survey instrument consisted of three sections. The first section was designed to determine demographic background of CETA staff personnel in Pennsylvania. This section consisted of fifteen items, the responses to which were analyzed by statistical summary frequency. The second section of the survey form asked the participants to rank, in priority, five of eighteen CETA operational functions considered beneficial to their current training needs. These data were analyzed by frequency of response, percentage of total response, and a weight factor for each of the eighteen items. Weight was calculated for each of the five items ranked by the participants by multiplying the frequency of response times five (f x 5) for the first choice, frequency of response times four (f x 4) for the second choice, f x 3 for the third choice, f x 2 for the fourth choice, and f x 1 for the fifth choice. The eighteen items listed in section two were then ranked from highest to lowest priority based on the determinant weight factor. This procedure was used to determine overall priority ranking of the items, first through fifth choice, and ranking by each CETA staff occupational category.

The third section of the survey instrument broke down each of the eighteen items listed in section two into specific competency statements. The participants were instructed to locate the five priority areas ranked in section two in section three. Locating the areas selected, respondents were asked to indicate the level of importance for each item which appeared under the priority heading. Respondents were to check one of four columns ranging from little importance to very important for each item. These data were analyzed by assigning a value of 4 for those items checked very important, 3 for those checked important, 2 for somewhat important, and 1 for those items checked as little importance. This procedure allowed the data to be analyzed as to each listed competency, degree of importance as perceived by CETA staff personnel.

CHAPTER IV

FINDINGS

Presented in this chapter of the report is the analysis of data from the two survey instruments disseminated during the project activities. The first section will present the data collected from the Prime Sponsor Directors Survey mailed on December 6, 1978 and the second section will analyze those results obtained from the survey entitled: Assessing the Needs of CETA Prime Sponsor Staff Personnel in Pennsylvania, disseminated on May 3, 1979.

Prime Sponsor Directors Survey

This survey instrument was disseminated to the 31 CETA prime sponsor directors which were in charge of the total program operation in each of the 31 CETA prime sponsor areas in Pennsylvania. The survey instrument consisted of a two-page questionnaire intended to assess the prime sponsor director's perceptions of general issues concerning vocational education and CETA, determine the number of CETA staff members in Pennsylvania, and to solicit interest in the project objectives.

Items #1 and #2 - These items of the survey asked for the name of the Prime Sponsor Area and the name and title of the individual completing the survey.

Of the 31 survey instruments disseminated to prime sponsor directors, 22 responded for a response of 70.97%.

The 22 respondents consisted of the Pennsylvania prime sponsor areas of:

Allegheny County
Beaver County
Berks County
Centre County
Chester County
Delaware County
Erie County
Franklin County
Lackawanna County
Lancaster-Lebanon County Consortium
Luzerene County
Lycoming-Clinton County Consortium
Mercer County Consortium
Montgomery County
Northumberland County
City of Philadelphia
Schuylkill-Carbon Manpower Consortium
Susquehanna Valley Manpower Consortium
Washington County
Westmoreland County
York County
Pennsylvania Balance-of-State

Items 3 through 11 of the instrument asked the participants to respond to general statements concerning vocational education and CETA. The participants were to respond to each question by marking: A for Agree, U for Undecided, or D for Disagree, for each item.

Item #3 - Competencies needed by CETA staff personnel are identifiable. Eighty-two percent (82%) of the respondents agreed with this statement, while four and a half percent (4.5) remained undecided. Only one percent (1%) of the participants disagreed that competencies needed by staff personnel could be identified. This response indicates that support should be given to the notion of identifying occupational competencies needed by staff personnel.

Item #4 - A training program (i.e., seminar, independent study, etc.) for staff personnel would be beneficial. Upon determining if in fact some type of structured delivery system of manpower training would be of value to CETA prime sponsors, eighty-six percent (86%) of the prime sponsor directors agreed that it would. Fourteen percent (14%) were undecided and none of the respondents disagreed with the statement.

Item #5 - Staff personnel should receive college credit for participating in a training program. Fifty-five percent (55%) agreed, thirty-two (32%) were undecided, and fourteen percent (14%) disagreed to the statement that college credit should be given to staff personnel participating in a training program. This item also produced several comments concerning the statement, including:

> "Credit towards an advanced degree would be very helpful."
> "What use would the credits be?"
> "Training would be good but I'm not sure about credit."
> "Who would pay for it?"

Item #6 - The major involvement of CETA with local education agencies is in youth programs. Seventy-seven percent (77%) of the respondents agreed that major involvement with local education agencies by prime sponsors is in youth programs. None (0) were undecided while twenty-three percent (23%) disagreed with the statement.

Item #7 - There is a need for more involvement by educators in CETA adult programs. Of the concern for more involvement by educators in CETA adult programs, seventy-three percent (73%) of the participants agreed. Eighteen percent (18%) remained undecided, while only nine percent (9%) disagreed.

Item #8 - A staff training program could result in more cooperation between CETA and educational agencies. In response to this item, the majority, represented by sixty-four percent (64%) of the respondents, agreed that a staff training program could result in closer cooperation with educational agencies. Twenty-three percent (23%) were undecided and fourteen percent (14%) disagreed that more cooperation would result from a staff training program.

Item #9 - Educators should receive more information to develop a better understanding of the functions of CETA. Eighty-six percent (86%) of the participants in the survey agreed that educators should receive more information to enhance their understanding of CETA. Nine percent (9%) of the prime sponsor directors were undecided and five percent (5%) disagreed with the statement.

Item #10 - There is a need to develop a closer report between CETA and local education agencies. This item received one of the highest agreement levels of the statements on the survey. Eighty-six percent (86%) of the prime sponsor directors in Pennsylvania, responding to the survey, agreed that there is a need to develop a closer rapport with local education agencies. Five percent (5%) of the directors were undecided and nine percent (9%) disagreed.

Item #11 - Educators should be involved in aspects of a CETA staff training program to develop a better understanding of CETA. Fifty-nine percent (59%) of the respondents agreed that educators should be involved in a CETA staff training program. Eighteen percent (18%) were undecided, while nine percent (9%) disagreed that educators should be involved. Nine percent (9%) also did not respond to the item.

Item #12 - This item was designed to determine the composition of CETA staff personnel in Pennsylvania as to size and job titles. The participants were asked to indicate the number of staff people for the job classifications listed on the survey and to also list other staff positions which did not appear on the survey form.

The categories included on the survey form were:

- Planners
- M.I.S. Staff
- Accountants
- Evaluation/Performance Analysts
- Grievance E.E.O. Officers
- Coordinators
- Director
- Assistant Director
- Counselors
- Others

The data collected from the survey indicated that staff size in each prime sponsor area ranged from a low of 12 to a high of 88. The average size of the staff in each of the 22 prime sponsor areas which responded was 38.04. The data also indicated that total staff size in the 22 prime sponsor areas was 837. Utilizing the average size of 38 for the 9 prime sponsor areas which did not respond would indicate an additional 342 staff positions for an approximate state-wide total of 1,179 CETA staff employees.

Also indicated from the response for this survey item are 43 various job titles which comprise CETA staffs. Presented on the following page are the various position titles, which have been grouped for classification, and the number of employees in each category.

CETA STAFF COMPOSITION IN PENNSYLVANIA
(22 OF 31 PRIME SPONSOR AREAS)

Position	No. of Employees
Accountants	60
Adult Learning Center Instructor Instructors	8
Ass. Coordinator Coord/Counselor Coordinators	148
Asst. Directors	40
Audio Visual Generalist	1
Bookkeeper Payroll Supt.	23
Contract Officer Contract Section	19
Counselors	83
Department Heads	8
Deputy for Administration	1
Directors	27
Employability Specialist Industrial Job Market Analyst Job Developer Manpower Specialist Personnel Administrator Personnel Specialist Placement Specialist	80
Field Representatives	7
Fiscal Clerk Fiscal Monitor Fiscal Officer	10
Grievance	18
Interviewer	3

Position	No. of Employees
Inventory Control Analyst	1
MIS Staff	93
Monitor Assistant Program Manager Program Monitor	26
Planners	63
Public Info. Officer	
Recruiter	1
Secretarial/Clerical	55
Statistician	1
Testing and Training Specialist	1
Title IX Coordinator	1
Unit Asst. Manager	9

TOTAL STAFF 837
(22 of 31 Prime Sponsor Areas)

Item #13 - Comments or Suggestions. This item of the survey instrument provided the prime sponsor director an opportunity to convey any additional comments or suggestions concerning the project activity. Comments and suggestions were presented by four of the participants; they were:

> Although the concept of training is good; unfortunately in the past, the training appeared to be more theory than practical. I would strongly suggest that any training program would give practical solutions to the problems of CETA rather than merely theory.
>
> I think staff training programs for CETA staff should be localized as much as possible (if not localized, then regionalized). A training program should include area prime sponsors and local LEA administrators. I represent SETCO on the local planning unit organizations for the Vo-Tech's in our area and the LEA superintendents are very "skeptical" about the role of CETA versus adult education, due to limited knowledge of our dual functioning. The only aspect of CETA local schools are familiar with are the Title III YETP programs.
>
> Seminars should be planned for Planning/Monitoring Personnel to interface with Administrative Management/Fiscal Personnel. Such seminars would afford exchange of innovative ideas/approaches utilized, as well as a better appreciation of the relative problems of the respective units and their responsibilities. These seminars should involve individuals from the Federal, Prime Sponsor, and the community-based organizations interested in the improvement of Manpower Delivery activities.
>
> Of concern primarily is the LEA traditional approach to federal programs and the hard realities of CETA performance requirements and audit standards. An effort to communicate these two prime areas of concern would be a major achievement.

Findings for Second Survey Instrument: CETA Staff Needs Assessment

As outlined in Chapter III, this survey instrument was disseminated in packet form containing eleven survey instruments to each of the 31 prime sponsor directors in Pennsylvania. The directors were asked to complete one survey form and disseminate the remaining ten forms to ten individual staff members in different job classifications with exception of clerical staff. This procedure insured that staff members would remain anonymous and were identified only by job title.

Response to the Survey

The number of survey forms disseminated to CETA staff members was at the discretion of each prime sponsor director. On page two of the director's survey form, the director was asked to identify the number of surveys disseminated and the job titles of those staff members receiving the survey instrument. Initial data indicated that 14 of 31 CETA prime sponsor directors had disseminated 136 survey forms to staff personnel. A follow-up letter (described in Chapter III) and telephone contact to the remaining prime sponsor directors yielded a response from 9 additional CETA prime sponsor directors who had disseminated 87 survey forms to staff personnel. This resulted in a sample size of 223 participants of which 158 responded from 23 of 31 prime sponsor areas, for a total return of 70.85%. The total return from 23 of 31 prime sponsor areas was 74%.

Findings for Survey Items - Section One

Item #1 - This item asked the participant to identify the name of the prime sponsor area they are employed by. The one hundred and fifty-eight respondents were employed in twenty-three different prime sponsor areas. The prime sponsor areas and the number of returns from each are presented in Table 1.

Item #2 - This item asked the participants to indicate, by job title, their present position. The information obtained from the first survey instrument (Prime Sponsor Director's Survey) indicated 43 various

TABLE 1

RESPONDING PRIME SPONSOR AREAS AND NUMBER OF RETURNS FROM EACH

Prime Sponsor Area	No. of Returns	Prime Sponsor Area	No. of Returns
Beaver County	9	Montgomery County	9
Berks County	1	Northumberland County	8
Centre County	8	City of Philadelphia	9
Chester County	10	City of Scranton	4
Erie County	1	Schuylkill-Carbon Consortium	6
Fayette County	6		
Franklin County	11	Southern-Alleghenies Consortium	7
Lackawanna County	1	Washington County	8
Lawrence County	5	Westmoreland County	7
Lehigh Valley Consortium	7	York County	5
Luzerne County	9	Pennsylvania Balance-of-State	7
Lycoming-Clinton Consortium	9	Unidentified	1
Mercer County	10	Total	158

job titles which comprise CETA staff personnel. The response from CETA staff members completing this item of the survey, however, was returned with 94 different job titles indicated.

For the purpose of analyzing data for this item, it was necessary to categorize each of the 94 titles into specific groups. The job titles were grouped as follows:

Group 1 - Head Administrators, comprised of:

Director
Assistant Director
Deputy Director
Executive Director
Administrator
Assistant Executive Director
Deputy Executive Director
Deputy Director of Operations
Deputy Director of Program Operations
Assistant Director of Operations
Deputy Director of Administration

Group 2 - Employment and Training Personnel, comprised of:

Employment and Training Director
Assistant Employment and Training Director
Employment Specialist I
Employment Specialist II
Employability Unit Coordinator
Assistant Employment Coordinator
Employment Coordinator
OJT Job Developer
OJT Job/Development Specialist
Employability Developer
Area CETA Training Coordinator
Training Coordinator
Coordinator of Education and Training
Training Program Coordinator

Group 3 - Planners, comprised of:

Chief of Planning
Senior Planner
Planner
Planning Director
Program Planner
Assistant Planner

Group 4 - Program/Project Managers, comprised of:

Project Director
Project Manager
Program Manager
Assistant Program Manager
Special Project Manager
Program Specialist
Manager Special Programs
Manager Manpower Services
Program Director

Group 5 - Counselors and Intake Personnel, comprised of:

Counselor
Coordinator of Counseling
Director of Counseling
Interviewer
Counselor II
Counselor III
Intake Technician
Intake Supervisor
Intake Interviewer

Group 6 - Accounting and Financial Managers, comprised of:

Fiscal Director
Fiscal Manager
Chief Accountant
Financial Director
Assistant Financial Officer
Head Accountant
Comptroller
Fiscal Officer
Financial Affairs Supervisor
Financial Supervisor

Group 7 - Public Service Employment Personnel, comprised of:

Director of Public Service Employment
Deputy Director of Public Service Employment
Public Service Employment Specialist
Coordinator of Public Service Employment
Public Service Employment Coordinator
Manager Public Service Employment

Group 8 - Management Information System Personnel, comprised of:

- MIS Manager
- MIS Specialist
- MIS Officer
- MIS Coordinator

Group 9 - Monitors and Evaluators, comprised of:

- Monitor
- Program Monitor Supervisor
- Chief of Monitoring and Evaluation Staff Monitor
- Monitor Director
- Monitor of CETA Programs

Group 10 - Researchers, comprised of:

- Research Analyst
- Research Specialist
- Researcher

Group 11 - Youth Program Managers, comprised of:

- Youth Employment Training Program Manager
- Youth Program Planning Specialist
- Youth Project Director
- Youth Program Manager

Group 12 - Public Relations Specialists, comprised of:

- Public Information Officer
- Information Officer of Public Relations Information Agents

Group 13 - EEO/AA Personnel, comprised of:

- EEO Coordinator
- EEO Officer
- EEO/AA Administrative Assistant

Group 14 - Miscellaneous Group, comprised of:

- Service Representative
- Team Manager
- Work Sampling Manager
- Special Service Coordinator
- Personnel Administrator
- CRU - Manager

Presented in Table 2 is a description of the respondents by occupational grouping, number of respondents, and percent of total response.

TABLE 2

OCCUPATIONAL GROUPING, FREQUENCY OF RESPONSE, AND PERCENT OF TOTAL RESPONSE

Group	Frequency of Response	% of Total
1. Head Administrators	24	15.29
2. Employment and Training Personnel	22	14.01
3. Planners	15	9.55
4. Program/Project Managers	20	12.73
5. Counselors and Intake Personnel	12	7.64
6. Accounting and Financial Manager	20	12.73
7. Public Service Employment Personnel	5	3.18
8. Management Information System Personnel	8	5.10
9. Monitors and Evaluators	9	5.73
10. Researchers	3	1.91
11. Youth Program Managers	5	3.19
12. Public Relations Specialist	4	2.55
13. EEO/AA Personnel	3	1.91
14. Miscellaneous	7	4.46
(Non-Respondents to this item)	(1)	(-)*
	Total 158	Total 100%

*Note: Non-respondents for this item not included in percentage of total.

Item #3 - This item asked the respondents to indicate their age. To analyze the responses, the respondents to the survey were grouped into five age categories which were:

under 25
26 - 35
36 - 45
46 - 55
over 55

One hundred and fifty-six participants responded to this item. The analysis of data indicated that the ages ranged from age 20 to age 73 with a mean of 32.1 years. The number of respondents in each age group and the percentage of the total are presented in Table 3. Fifty-five percent (55%) of the respondents were in the age 26-35 group. Table 3-A indicates the average age of the respondents according to their present position.

TABLE 3

RESPONDENTS' AGE BY GROUP AND PERCENTAGE OF TOTAL

Group	No. of Participants	Percent of Total
Under age 25	33	21.2
Age 26 - 35	86	55.1
Age 36 - 45	18	11.5
Age 46 - 55	9	5.8
Over age 55	10	6.4
	Total 156	Total 100%

TABLE 3-A

AVERAGE AGE OF CETA STAFF BY PRESENT POSITION

Group	No. in Group	Average Age
Head Administrators	22	34.6
Employment and Training	22	32.9
Planners	15	30.9
Program/Project Managers	20	28.9
Counselor and Intake Personnel	12	29.6
Accounting and Financial Managers	20	33.0
Public Service Employment Personnel	5	34.9
Management Information System Personnel	8	29.0
Monitors and Evaluators	9	39.3
Researchers	3	28.7
Youth Program Managers	5	30.6
Public Relation Specialists	4	38.8
EEO/AA Personnel	3	44.6
Miscellaneous	7	28.7

Item #4 - Sex. One hundred and fifty-six (156) of 158 of the participants responded to this item. It was found that CETA staff personnel which participated in the study consisted of:

	96	males	61.5%
	60	females	38.5%
Total	156		100%

Item #5 - This item asked the participants if they held a high school diploma. Of the 156 respondents to this item, all held a high school diploma.

Item #6 - The participants were asked if they had attended college. The data indicate that 137 or 87.8% of the respondents had attended college while 19 or 21.1% had not. Two participants did not respond to the item.

Item #7 - The participants were asked to indicate how many years of college they had attended. When asked how many years of college the participants had attended, 139 responded to the item. The data signify that 87 participants or 62.6% of the total that attended college had completed four years of college, 16.5% less than 4 years, and 20.7% more than 4 years. Table 4 shows the number of years of college attended by CETA staff personnel and the percentage of the total group for each year. Table 4-A shows the relationship between the participants' present position and the number of years of college attended.

Item #8 - The participants were asked to indicate their major area of study while in college. The data indicate that of the 139 participants who had attended college, 46% were enrolled in liberal arts, 25.9% in business administration, and 16.5% were enrolled in education. The remainder were enrolled in various other areas of study. Table 5 indicates the areas of study of those attending college.

TABLE 4

YEARS OF COLLEGE ATTENDED BY CETA STAFF PERSONNEL

No. of Years		No. of Participants	Percent of Total
Less than 1 year		1	.72
1 year		2	1.4
2 years		10	7.2
3 years		10	7.2
4 years		87	62.6
5 years		14	10.0
6 years		11	7.9
7 years		2	1.4
8 years		2	1.4
	Total	139	100%

TABLE 4-A

PRESENT POSITION BY YEARS OF COLLEGE ATTENDED

	Years of College								
Group	Less than 1	1	2	3	4	5	6	7	8
Head Administrators	0	1	3	0	11	4	3	0	1
Employment & Training Personnel	1	0	2	2	12	4	1	0	0
Program/Project Manager	0	0	1	0	14	0	1	1	1
Counselors and Intake Personnel	0	0	0	2	7	1	0	0	0
Accounting and Financial Manager	0	0	1	2	13	1	2	0	0
Public Service Employment Personnel	0	0	0	0	4	0	0	0	0
Management Information System	0	0	1	0	3	0	0	0	0
Monitors and Evaluation	0	0	0	0	4	1	1	0	0
Researcher	0	0	0	1	0	1	0	0	0
Youth Program Managers	0	0	0	0	3	0	1	0	0
Public Relation Specialists	0	0	0	1	1	0	1	0	0
EEO/AA Personnel	0	0	1	1	0	0	0	1	0
Miscellaneous	0	1	1	0	4	0	0	0	0
Total	1	2	10	10	87	14	11	2	2

TABLE 5

MAJOR AREAS OF COLLEGE STUDY OF CETA STAFF PERSONNEL AND PERCENTAGE OF TOTAL GROUP

Major Area of Study	No. of Participants	Percentage of Total
Associate Degree Programs		
Human Services	2	1.44
Health	0	0.00
Business	4	2.87
Trade and Technology	0	0.00
Other	4	2.87
Baccalaureate Degree Programs		
Agriculture	0	0.00
Arts and Architecture	0	0.00
Business Administration	36	25.90
Earth and Mineral Sciences	0	0.00
Education	23	16.55
Engineering	2	1.44
Health, Physical Education	0	0.00
Human Development	3	2.16
Liberal Arts	64	46.04
Science	1	0.78
Total	139	100%

Item #9 - The participants were asked to identify the type of college degrees they held. The participants in responding to this item indicated that, 115 or 84.6% held bachelor's degrees, 20 or 14.7% held master's degrees, and 1 participant held a doctorate degree. Twenty of the respondents did not indicate that they held a college degree; see Table 6.

TABLE 6

TYPE OF COLLEGE DEGREES HELD BY CETA STAFF PERSONNEL, THE NUMBER FOR EACH, AND PERCENTAGE OF THE TOTAL DEGREES HELD

Type of Degree	No. Held	Percent of Total
Bachelor's	115	84.6
Master's	20	14.7
Doctorate	1	.7
Total	136	100%

None of the respondents indicated that they held associate degrees, although 10 participants previously indicated enrollment in associate degree areas of study. Table 6-A presents the type of college degrees held and the major area of study for CETA staff personnel employed in the various CETA staff positions.

TABLE 6-A

PRESENT CETA POSITION BY MAJOR AREA OF COLLEGE STUDY AND TYPE OF DEGREE

										Type of Degree		
Group	Human Services 2-year	Business 2-year	Other 2-year	Business Admin.	Educat.	Engineer.	Human Devel.	Liberal Arts	Science	Bachelor	Master	Doctorate
Head Administrators	1	0	0	9	1	1	0	11	0	19	4	0
Employment & Training Personnel	1	1	2	2	8	1	1	5	1	18	2	0
Planners	0	0	1	0	2	0	1	11	0	12	3	0
Program/Project Managers	0	0	0	3	5	0	0	10	0	14	5	0
Counselors & Intake Personnel	0	0	0	2	2	0	0	6	0	9	1	0
Accounting & Financial Managers	0	1	0	15	0	0	0	3	0	17	2	0
Public Service Employment	0	0	0	0	1	0	0	3	0	4	0	0
Management Information System	0	0	0	1	1	0	0	2	0	3	0	0
Monitors & Evaluators	0	0	0	1	0	0	0	5	0	5	1	0
Researchers	0	1	0	1	0	0	0	0	0	2	0	0
Youth Program Managers	0	0	0	0	0	0	1	3	0	3	1	0
Public Relation Specialists	0	1	0	0	0	0	0	2	0	2	1	0
EEO/AA Personnel	0	0	1	1	1	0	0	0	0	2	0	1
Miscellaneous	0	0	0	1	2	0	0	3	0	5	0	0
Total	2	4	4	36	23	2	3	64	1	115	20	1

N = 139

Item #10 - This item asked the participants to indicate full-time occupational experiences they have had, other than CETA. The participants were provided space on the survey form to indicate up to four previous occupational experiences. Of the 158 respondents, 122 or 77.22% indicated at least one previous occupational experience. Only 23 or 14.6% indicated they had two previous occupational experiences, 4 or .03% listed 3 experiences, and none of the respondents listed four previous occupational experiences other than CETA.

To determine the previous occupational experiences of the participants, their listed responses were each assigned to one of the thirteen occupational groupings as listed in the Occupational Outlook Handbook, 1974-75 Edition (U.S. Department of Labor, 1974). An additional category entitled "military" was added to accommodate the respondents. About 3 out of 10 (31.7%) of the 122 respondents which listed previous occupational experience, other than CETA, had backgrounds in office occupations, 16.3% in educational and related occupational and social services, and 11.4% in sales occupations.

A listing of the 122 respondents' previous occupational experiences, and the number of responses in each occupational category, are listed in Table 7. The data were applied to first, second, and third previous occupational experiences.

Item #11 - The participants were asked to indicate how long they have been employed by CETA. One hundred and fifty-five (155) participants responded to this item. The average length of employment was 2.94 years for the 155 respondents. Of the total, 51 or 33% were employed for one or less years, 76 or 49% had approximately 3.33 years

TABLE 7

PREVIOUS OCCUPATIONAL EXPERIENCES OF CETA STAFF PERSONNEL, OTHER THAN CETA

Occupational Category	One Occupational Experience		Two Occupational Experiences		Three Occupational Experiences	
	No. of Resp.	% of Total	No. of Resp.	% of Total	No. of Resp.	% of Total
Industrial Production & Related Occup.	5	4.07	1	4.3	0	0.0
Office Occup.	39	31.7	4	17.4	2	50.0
Service Occup.	0	0.0	0	0.0	0	0.0
Education & Related Occup.	20	16.3	2	8.7	0	0.0
Sales Occup.	14	11.4	7	30.4	0	0.0
Construction Occupations	2	1.6	0	0.0	0	0.0
Occup. in Trans. Activities	1	0.8	0	0.0	1	25.0
Scientific & Technical Occup.	2	1.6	1	4.3	0	0.0
Mechanics & Repairmen	0	0.0	0	0.0	0	0.0
Health Occup.	2	1.6	0	0.0	0	0.0
Social Scient.	3	2.4	0	0.0	0	0.0
Social Service Occupations	20	16.3	4	21.7	1	25.0
Art, Design & Communications	5	4.1	2	8.7	0	0.0
Military	9	7.3	2	8.7	0	0.0
Total	122	100%	23	100%	4	100%

of employment and 25 or 16% were employed by CETA for approximately 6.67 years. Only 3 of the participants were employed longer than 10 years.

Item #12 - The participants were asked how long they had worked at their present position with CETA. Of the 155 participants who responded to this item, 56 or 36% had worked at their present position less than one year. Sixty-five (65) or 42% worked at their present position for approximately 1.67 years, and 24 or 15.5% were employed in the same position with CETA for approximately 3.33 years. Only 7 respondents indicated approximately 5 years of service in the same position, and only 3 indicated more than 8 years experience in the same CETA position.

Item #13 - The participants were asked to indicate, by job title, previous CETA positions they had held. The survey form provided space for each respondent to list up to three previous CETA positions. The positions listed by the participants were categorized according to the same 14 CETA occupational groupings utilized in item two of the survey instrument. The data revealed that 82 or 51.9% of the respondents held at least one previous CETA position, 9 or 5.7% had held two previous CETA positions, and only 2 or 1.3% of the respondents had held three previous employment positions with CETA. Of the 51.9% which held at least one previous CETA position, 19.5% were in the employment and training personnel group, 18.3% in counselor and intake personnel, and 17.1% in public service employment. Table 8 shows the previous CETA positions by occupational grouping of the respondents.

TABLE 8

PREVIOUS CETA POSITIONS BY OCCUPATIONAL GROUPING OF CETA STAFF PERSONNEL

	One CETA Position		Two CETA Positions		Three CETA Positions	
Group	No.	% of Total	No.	% of Total	No.	% of Total
1. Head Administrators	2	2.4	2	22.2	0	0.0
2. Employment & Training Personnel	16	19.5	1	11.1	1	50.0
3. Planners	4	4.9	0	0.0	0	0.0
4. Program/ Project Director	5	6.1	3	33.3	0	0.0
5. Counselors & Intake Personnel	15	18.3	1	11.1	0	0.0
6. Accounting & Financial Managers	14	17.1	0	0.0	0	0.0
7. Public Service Employment Personnel	6	7.3	0	0.0	1	50.0
8. Management Infor. Sys. Personnel	2	2.4	1	11.1	0	0.0
9. Monitors & Evaluation	0	0.0	0	0.0	0	0.0
10. Researchers	0	0.0	0	0.0	0	0.0
11. Youth Prog. Managers	4	4.9	0	0.0	0	0.0

TABLE 8 (Continued)

Group	One CETA Position No.	One CETA Position % of Total	Two CETA Positions No.	Two CETA Positions % of Total	Three CETA Positions No.	Three CETA Positions % of Total
12. Public Rela. Specialists	0	0.0	0	0.0	0	0.0
13. EEO/AA Personnel	0	0.0	0	0.0	0	0.0
14. Miscellaneous	11	13.4	0	0.0	0	0.0
Total	82	100%	9	100%	2	100%

Item #14 - This item asked the participants if they would be interested in a training program which would benefit their current training needs. Of the 158 respondents, 156 or 99.4% indicated yes, 1 or .6% answered no, and 1 participant did not respond.

Item #15 - The participants were asked to identify the type of training which would be most beneficial to meeting their current training needs. For this item the participants could select one or more of the following categories:

A. A series of 2- to 3-day workshops.

B. Graduate-level courses which address manpower training programs.

C. Individualized materials.

In that the participants could select one or more of the above choices, the data were analyzed by frequency of response. Of the 156 participants who indicated they would be interested in a training program: 107 or 68% of the total indicated a series of 2- to 3-day workshops; 64 or 41% of the total indicated graduate-level courses which address manpower training; and 35 or 22.3% of the total indicated individualized materials as being the most beneficial type of delivery system in meeting their current training needs.

Findings for Section Two of Survey

Section two of the survey was designed to assess perceived training needs of CETA staff personnel. The participants were asked to rank in priority five of eighteen CETA operational functions which they perceived as beneficial to current training needs. The eighteen operational functions listed on the survey instrument were:

Advisory Councils
Client Assessment and Counseling
Education and Training Services
EEO and Affirmative Action Planning
Financial Management Systems
Human Resource Development
Job Development, Placement and Employer Relations
Management Information Systems
Organization, Staffing and Personnel
Orientation to ETA (Employment & Training Administration)
Program Linkages
Program Planning

Program Review, Assessment and Evaluation Approaches

Public Relations Information

Special Target Groups

Subgrant and Contract Management

Supervision and Management

Independent Monitoring Units

An additional category labeled "other" was also added to enable the participants to list additional areas not provided on the survey form.

One hundred and fifty-eight participants responded to this section of the survey. The results of the priority ranking of the eighteen CETA operational functions were analyzed by frequency of response, percentage of total, weight, and rank. Weight for each item was calculated by multiplying f x 5 for all first-choice items, f x 4 for second choice, f x 3 for third, f x 2 for fourth, and f x 1 for fifth choice. When the weight for each item was added, this produced a total score to serve as a basis for ranking.

The analysis of data revealed that the five most frequent items selected by the participants, in priority order, were:

1. Supervision and Management with total weight of 221.
2. Job Development, Placement and Employer Relations with total weight of 216.
3. Program Planning with total weight of 201.
4. Client Assessment and Counseling with total weight of 189.
5. Program Review, Assessment and Evaluation with total weight of 187.

A complete listing of weight, total weight, and rank for all eighteen items by all of the respondents is presented in Table 9.

The data were also analyzed to determine the most frequently selected first-choice, second-choice, third-choice, fourth-choice, and fifth-choice items by the participants. The results of this analysis were:

Top first-choice items: (Weight = f x 5)

Client Assessment and Counseling with weight of 125
Financial Management Systems with weight of 85
Job Development, Placement and Employer Relations with weight of 85
Program Planning with weight of 85
Management Information Systems with weight of 75

The rank, frequency, percent, and weight by all respondents for all first-choice items appear in Table 10.

Top second-choice items: (Weight = f x 4)

Job Development, Placement and Employer Relations with weight of 68
Program Review, Assessment and Evaluation with weight of 67
Supervision and Management with weight of 64
Program Planning with weight of 52
Management Information Systems with weight of 52

The rank, frequency, percent, and weight by all respondents for all second-choice items appear in Table 11.

Top third-choice items: (Weight = f x 3)

Program Review, Assessment and Evaluation with weight of 51
Supervision and Management with weight of 45
Organization, Staffing and Personnel with weight of 42
Education and Training Services with weight of 36
Human Resource Development with weight of 36
Job Development, Placement and Employer Relations with weight of 36

The rank, frequency, percent, and weight by all respondents for all third-choice items appear in Table 12.

TABLE 9

WEIGHT, TOTAL WEIGHT, AND RANK OF EIGHTEEN CETA TRAINING AREAS BY ALL RESPONDENTS

Area	1st Choice Weight[a]	2nd Choice Weight[b]	3rd Choice Weight[c]	4th Choice Weight[d]	5th Choice Weight[e]	Total Weight	Rank
Advisory Council	10	*	6	8	4	38	18
Client Assessment & Counseling	125	16	21	20	7	189	4
Education & Training Services	25	32	36	26	9	128	9
EEO Affirmative Action Planning	20	16	4	4	5	45	17
Financial Management Systems	85	28	15	16	9	153	8
Human Resource Development	20	32	36	16	2	106	11
Job Development, Placement & Employer Relations	85	68	36	20	7	216	2
Management Information Systems	75	52	30	6	5	168	6
Organization, Staffing & Personnel	30	48	42	16	51	157	7
Orientation to ETA	10	20	12	4	7	59	16
Program Linkages	5	8	33	36	10	92	14
Program Planning	85	52	30	24	10	201	3
Program Review, Assessment & Evaluation	30	67	51	26	13	187	5

TABLE 9 (Continued)

Area	1st Choice Weight[a]	2nd Choice Weight[b]	3rd Choice Weight[c]	4th Choice Weight[d]	5th Choice Weight[e]	Total Weight	Rank
Public Relations & Information	30	32	15	14	14	105	12
Special Target Groups	*	36	24	14	6	80	15
Subgrant & Contract Management	20	24	36	20	9	109	10
Supervision & Management	65	64	45	34	13	221	1
Independent Monitoring Units	50	24	9	12	3	98	13
Other	20	4	*	*	4	28	18

* = item not selected.

[a] Weight of 1st Chioce = f x 5

[b] Weight of 2nd Choice = f x 4

[c] Weight of 3rd Choice = f x 3

[d] Weight of 4th Choice = f x 2

[e] Weight of 5th Choice = f x 1

TABLE 10

FIRST-CHOICE RANK, FREQUENCY, PERCENT, AND WEIGHT BY ALL RESPONDENTS[a]

Area	Rank	f	%	Weight (f x 5)
Advisory Councils	9	2	1.26	10
Client Assessment & Counseling	1	25	15.32	125
Educational & Training Services	7	5	3.16	25
EEO Affirmative Action Planning	8	4	2.53	20
Financial Management Systems	2	17	10.75	85
Human Resource Development	8	4	2.53	20
Job Development, Placement & Employer Relations	2	17	10.75	85
Management Information Systems	3	15	9.49	75
Organization, Staffing & Personnel	6	6	3.79	30
Orientation to ETA	9	2	1.26	10
Program Linkages	10	1	0.63	5
Program Planning	2	17	10.75	85
Program Review, Assessment & Evaluation	6	6	3.79	30
Public Relations & Information	6	6	3.79	30
Special Target Groups	*	*	*	*
Subgrant & Contract Management	8	4	2.53	20
Supervision & Management	4	13	8.22	65
Independent Monitoring Unit	5	10	6.32	50
Other	8	4	2.53	20

[a] n = 158
* = item not selected

TABLE 11

SECOND-CHOICE RANK, FREQUENCY, PERCENT, AND WEIGHT BY ALL RESPONDENTS[a]

Area	Rank	f	%	Weight (f x 4)
Advisory Councils	*	*	*	*
Client Assessment & Counseling	11	4	2.53	16
Educational & Training Services	7	8	5.06	32
EEO Affirmative Action Planning	11	4	2.53	16
Financial Management Systems	8	7	4.43	28
Human Resource Development	7	8	5.06	32
Job Development, Placement & Employer Relations	1	17	10.75	68
Management Information Systems	4	13	8.22	52
Organization, Staffing & Personnel	5	12	7.59	48
Orientation to ETA	10	5	3.16	20
Program Linkages	12	2	1.26	8
Program Planning	4	13	8.22	52
Program Review, Assessment & Evaluation	2	19	12.02	67
Public Relations & Information	7	8	5.06	32
Special Target Groups	6	9	5.69	36
Subgrant & Contract Management	9	6	3.79	24
Supervision & Management	3	16	10.12	64
Independent Monitoring Unit	9	6	3.79	24
Other	13	1	0.63	4

[a] n = 158
* = item not selected

TABLE 12

THIRD-CHOICE RANK, FREQUENCY, PERCENT, AND WEIGHT BY ALL RESPONDENTS[a]

Area	Rank	f	%	Weight (f x 3)
Advisory Councils	13	2	1.26	6
Client Assessment & Counseling	9	7	4.43	21
Educational & Training Services	4	12	7.59	36
EEO Affirmative Action Planning	*	*	*	*
Financial Management Systems	11	5	3.16	15
Human Resource Development	4	12	7.59	36
Job Development, Placement & Employer Relations	4	12	7.59	36
Management Information Systems	6	10	6.32	30
Organization, Staffing & Personnel	3	14	8.86	42
Orientation to ETA	10	6	3.79	18
Program Linkages	5	11	6.92	33
Program Planning	6	10	6.32	30
Program Review, Assessment & Evaluation	1	17	10.75	51
Public Relations & Information	11	5	3.16	15
Special Target Groups	8	8	5.06	24
Subgrant & Contract Management	7	9	5.69	27
Supervision & Management	2	15	9.49	45
Independent Monitoring Unit	12	3	1.89	9
Other	*	*	*	*

[a] n = 158
* = item not selected

Top fourth-choice items: (Weight = f x 2)

Program Linkages with weight of 36
Supervision and Management with weight of 34
Education and Training Services with weight of 26
Program Review, Assessment and Evaluation with weight of 26
Program Planning with weight of 24

The rank, frequency, percent, and weight by all respondents for all fourth-choice items appear in Table 13.

Top fifth-choice items: (Weight = f x 1)

Organization, Staffing and Personnel with weight of 21
Public Relations and Information with weight of 14
Program Review, Assessment and Evaluation with weight of 13
Supervision and Management with weight of 13
Program Linkages with weight of 10
Program Planning with weight of 10

The rank, frequency, percent, and weight by all respondents for all fifth-choice items appear in Table 14.

The data also were examined to determine those CETA operational functions perceived as being beneficial to current training needs by each of the fourteen CETA occupational categories. The weight factor for each area of training as ranked by each occupational group was totaled to arrive at a priority ranking order. The results of that analysis are presented by giving the top choices of each CETA occupational category. These results are as follows:

Top choices by Head Administrators:

Organization, Staffing and Personnel with total weight of 51
Supervision and Management with total of 46
Program Planning with total weight of 35
Program Review, Assessment and Evaluation with total weight of 35
Job Development, Placement of Employer Relations with total weight of 25
Management Information Systems with total weight of 25

The weight, total weight, and rank of all CETA training areas by head administrators appear in Table 15.

TABLE 13

FOURTH-CHOICE RANK, FREQUENCY, PERCENT, AND WEIGHT BY ALL RESPONDENTS[a]

Area	Rank	f	%	Weight (f x 2)
Advisory Councils	9	4	2.53	8
Client Assessment & Counseling	5	10	6.32	20
Educational & Training Services	3	13	8.22	26
EEO Affirmative Action Planning	11	2	1.26	4
Financial Management Systems	6	8	5.06	16
Human Resource Development	6	8	5.06	16
Job Development, Placement & Employer Relations	5	10	6.32	20
Management Information Systems	10	3	1.89	6
Organization, Staffing & Personnel	6	8	5.06	16
Orientation to ETA	11	2	1.26	4
Program Linkages	1	18	11.39	36
Program Planning	4	12	7.59	24
Program Review, Assessment & Evaluation	3	13	8.22	26
Public Relations & Information	7	7	4.43	14
Special Target Groups	7	7	4.43	14
Subgrant & Contract Management	5	10	6.32	20
Supervision & Management	2	17	10.75	34
Independent Monitoring Unit	8	6	3.79	12
Other	*	*	*	*

[a] n = 158

* = item not selected

TABLE 14

FIFTH-CHOICE RANK, FREQUENCY, PERCENT, AND WEIGHT BY ALL RESPONDENTS[a]

Area	Rank	f	%	Weight (f x 1)
Advisory Councils	9	4	2.53	4
Client Assessment & Counseling	6	7	4.43	7
Educational & Training Services	5	9	5.69	9
EEO Affirmative Action Planning	8	5	3.16	5
Financial Management Systems	5	9	5.69	9
Human Resource Development	11	2	1.26	2
Job Development, Placement & Employer Relations	6	7	4.43	7
Management Information Systems	8	5	3.16	5
Organization, Staffing & Personnel	1	21	13.29	21
Orientation to ETA	6	7	4.43	7
Program Linkages	4	10	6.32	10
Program Planning	4	10	6.32	10
Program Review, Assessment & Evaluation	3	13	8.22	13
Public Relations & Information	2	14	8.86	14
Special Target Groups	7	6	3.79	6
Subgrant & Contract Management	5	9	5.69	9
Supervision & Management	3	13	8.22	13
Independent Monitoring Unit	10	3	1.89	3
Other	9	4	2.53	4

[a] n = 158

TABLE 15

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: HEAD ADMINISTRATORS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	5	*	*	2	1	8	10
Client Assessment & Counseling	15	4	*	2	1	22	5
Education & Training Services	*	4	3	2	3	12	8
EEO Affirmative Action Planning	5	*	*	2	*	7	11
Financial Management Systems	5	8	3	2	3	21	6
Human Resource Development	5	*	3	4	*	12	8
Job Development, Placement & Employer Relations	10	12	3	*	*	25	4
Management Information Systems	5	16	3	*	1	25	4
Organization, Staffing & Personnel	20	12	15	2	2	51	1
Orientation to ETA	*	*	*	*	*	*	*
Program Linkages	*	*	3	6	*	9	9
Program Planning	5	16	6	6	2	35	3
Program Review, Assessment & Evaluation	5	12	9	8	1	35	3

TABLE 15 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	5	*	3	2	2	12	8
Special Target Groups	*	*	3	*	*	3	12
Subgrant & Contract Management	5	*	6	6	1	18	7
Supervision & Management	25	4	9	2	6	46	2
Independent Monitoring Units	5	8	3	2	*	18	7
Other	*	*	*	*	1	1	13

* = item not selected.

[a] n = 24

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

Top choices by Employment/Training Specialists and Coordinators:

- Job Development, Placement and Employer Relations with total weight of 65
- Client Assessment and Counseling with total weight of 53
- Education and Training Services with total weight of 36
- Human Resource Development with total weight of 28
- Program Review, Assessment and Evaluation with total weight of 22

The weight, total weight, and rank of all CETA training areas by Employment/Training Specialists and Coordinators appear in Table 16.

Top choices by Planners:

- Program Planning with total weight of 60
- Program Review, Assessment and Evaluation with total weight of 42
- Special Target Groups with total weight of 29
- Supervision and Management with total weight of 16
- Program Linkages with total weight of 14

The weight, total weight, and rank of all CETA training areas by planner appear in Table 17.

Top choices by Program/Project Managers:

- Job Development, Placement and Employer Relations with total weight of 53
- Supervision and Management with total weight of 33
- Client Assessment and Counseling with total weight of 29
- Program Planning with total weight of 26
- Public Relations and Information with total weight of 24

The weight, total weight, and rank of all CETA training areas by program/project managers appear in Table 18.

Top choices by Counselors/Intake Personnel:

- Client Assessment and Counseling with total weight of 47
- Job Development, Placement and Employer Relations with total weight of 23
- Human Resource Development with total weight of 16
- Education and Training Services with total weight of 12
- Organization, Staffing and Personnel with total weight of 11

The weight, total weight, and rank of all CETA training areas by counselors/intake personnel appear in Table 19.

TABLE 16

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: EMPLOYMENT/TRAINING SPECIALISTS AND COORDINATORS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	5	*	*	2	*	7	12
Client Assessment & Counseling	40	*	9	4	*	53	2
Education & Training Services	10	12	9	4	1	46	3
EEO Affirmative Action Planning	*	*	*	*	1	1	15
Financial Management Systems	*	*	*	2	2	4	14
Human Resource Development	*	16	12	*	*	28	4
Job Development, Placement & Employer Relations	35	16	12	2	*	65	1
Management Information Systems	*	*	*	*	*	*	*
Organization, Staffing & Personnel	*	4	*	4	24	12	10
Orientation to ETA	*	4	*	2	*	6	13
Program Linkages	*	*	12	2	1	15	9
Program Planning	*	8	*	6	2	16	8
Program Review, Assessment & Evaluation	10	*	3	6	3	22	5

TABLE 16 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	8	*	*	4	12	10
Special Target Groups	*	8	6	4	1	19	6
Subgrant & Contract Management	*	4	*	*	*	4	14
Supervision & Management	5	4	3	2	3	17	7
Independent Monitoring Units	*	*	*	4	*	4	14
Other	5	4	*	*	*	9	11

* = item not selected.

[a] n = 22

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 17

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: PLANNERS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	2	2	12
Client Assessment & Counseling	*	*	*	*	1	1	13
Education & Training Services	*	*	*	8	1	9	9
EEO Affirmative Action Planning	*	*	*	*	1	1	13
Financial Management Systems	*	4	*	6	1	11	7
Human Resource Development	*	*	3	2	*	5	11
Job Development, Placement & Employer Relations	*	*	*	*	1	1	13
Management Information Systems	*	*	12	*	*	12	6
Organization, Staffing & Personnel	*	*	*	*	*	*	*
Orientation to ETA	*	*	6	*	*	6	10
Program Linkages	*	4	6	2	2	14	5
Program Planning	60	*	*	*	*	60	1
Program Review, Assessment & Evaluation	5	24	6	6	1	42	2

TABLE 17 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	*	*	1	1	13
Special Target Groups	*	16	9	2	2	29	3
Subgrant & Contract Management	*	4	3	2	1	10	8
Supervision & Management	5	8	*	2	1	16	4
Independent Monitoring Units	*	*	*	*	*	*	*
Other	5	*	*	*	*	5	11

* = item not selected.

[a] n = 15

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 18

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: PROGRAM/PROJECT MANAGERS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	5	2	1	8	13
Client Assessment & Counseling	15	4	*	8	2	29	3
Education & Training Services	10	*	3	2	*	15	9
EEO Affirmative Action Planning	*	4	*	*	2	6	14
Financial Management Systems	5	*	3	2	*	10	12
Human Resource Development	15	4	3	*	1	23	6
Job Development, Placement & Employer Relations	20	24	6	2	1	53	1
Management Information Systems	5	*	*	*	*	5	15
Organization, Staffing & Personnel	*	12	6	*	*	18	7
Orientation to ETA	*	4	*	*	*	4	16
Program Linkages	*	*	3	8	1	12	11
Program Planning	5	8	9	4	*	26	4
Program Review, Assessment & Evaluation	*	4	6	2	2	14	10

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TABLE 18 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	5	4	6	4	5	24	5
Special Target Groups	*	*	*	2	1	3	17
Subgrant & Contract Management	5	*	6	*	1	12	11
Supervision & Management	10	12	6	4	1	33	2
Independent Monitoring Units	15	*	*	*	1	16	8
Other	*	*	*	*	1	1	8

* = item not selected.

[a] n = 20

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 19

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: COUNSELORS/INTAKE PERSONNEL[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	40	*	6	*	1	47	1
Education & Training Services	*	4	3	4	1	12	4
EEO Affirmative Action Planning	*	4	*	*	*	4	11
Financial Management Systems	*	*	*	*	*	*	*
Human Resource Development	*	8	6	2	*	16	3
Job Development, Placement & Employer Relations	5	8	3	6	1	23	2
Management Information Systems	*	4	3	*	2	9	7
Organization, Staffing & Personnel	5	*	3	*	3	11	5
Orientation to ETA	5	*	3	2	*	10	6
Program Linkages	*	*	3	6	1	10	6
Program Planning	*	*	*	*	1	1	12
Program Review, Assessment & Evaluation	*	3	3	*	*	7	8

TABLE 19 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	8	*	2	*	10	6
Special Target Groups	*	4	*	*	1	5	10
Subgrant & Contract Management	*	*	*	*	*	*	*
Supervision & Management	*	4	3	2	*	9	7
Independent Monitoring Units	*	*	*	*	*	*	*
Other	5	*	*	*	1	6	9

* = item not selected.

[a] n = 12

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

Top choices by Accounting and Financial Management Personnel:

Financial Management Systems with total weight of 75
Management Information Systems with total weight of 40
Subgrant and Contract Management with total weight of 37
Supervision and Management with total weight of 22
Organization, Staffing and Personnel with total weight of 26

The weight, total weight, and rank of all CETA training areas by accounting and financial management personnel appear in Table 20.

Top choices by Public Service Employment Personnel:

Supervision and Management with total weight of 11
Job Development, Placement and Employer Relations with total weight of 10
Public Relations Information with total weight of 9
Education and Training Services with total weight of 8
Program Review, Assessment and Evaluation with total weight of 7

The weight, total weight, and rank of all CETA training areas by public service employment personnel appear in Table 21.

Top choices by Management Information System Personnel:

Management Information Systems with total weight of 39
Supervision and Management with total weight of 17
Organization, Staffing and Personnel with total weight of 12
Program Planning with total weight of 7
Financial Management Systems with total weight of 6

The weight, total weight, and rank of all CETA training areas by management information system personnel appear in Table 22.

Top choices by Monitoring and Evaluation Personnel:

Independent Monitoring Units with total weight of 44
Program Review, Assessment and Evaluation with total weight of 29
Management Information Systems with total weight of 16
Financial Management Systems with total weight of 16
Supervision and Management with total weight of 10

The weight, total weight, and rank of all CETA training areas by monitoring and evaluation personnel appear in Table 23.

TABLE 20

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: ACCOUNTING AND FINANCIAL MANAGEMENT PERSONNEL[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	5	*	*	*	1	6	10
Education & Training Services	5	*	3	*	*	8	9
EEO Affirmative Action Planning	*	4	*	*	*	4	12
Financial Management Systems	65	8	*	2	*	75	1
Human Resource Development	*	*	3	2	*	5	11
Job Development, Placement & Employer Relations	*	8	*	*	*	8	9
Management Information Systems	15	24	*	*	1	40	2
Organization, Staffing & Personnel	*	4	12	6	4	26	5
Orientation to ETA	*	4	6	*	2	12	7
Program Linkages	*	*	*	1	2	4	12
Program Planning	*	4	12	4	1	21	6
Program Review, Assessment & Evaluation	*	*	*	*	2	2	14

TABLE 20 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	*	2	1	3	13
Special Target Groups	*	*	3	2	*	5	11
Subgrant & Contract Management	5	12	12	4	4	37	3
Supervision & Management	5	8	6	14	*	33	4
Independent Monitoring Units	*	4	3	2	2	11	8
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 20

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 21

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: PUBLIC SERVICE EMPLOYMENT PERSONNEL[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	*	*	*	*	*	*	*
Education & Training Services	*	4	3	*	1	8	4
EEO Affirmative Action Planning	*	*	*	*	*	*	*
Financial Management Systems	*	*	*	*	*	*	*
Human Resource Development	*	4	*	2	*	6	6
Job Development, Placement & Employer Relations	5	*	3	2	*	10	2
Management Information Systems	*	*	3	*	*	3	8
Organization, Staffing & Personnel	*	*	*	2	*	2	9
Orientation to ETA	*	*	*	*	1	1	10
Program Linkages	*	*	*	*	*	*	*
Program Planning	*	*	*	*	1	1	10
Program Review, Assessment & Evaluation	5	*	*	2	*	7	5

TABLE 21 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	5	4	*	*	*	9	3
Special Target Groups	*	*	*	*	1	1	11
Subgrant & Contract Management	*	4	*	2	1	7	5
Supervision & Management	5	*	6	*	*	11	1
Independent Monitoring Units	*	4	*	*	*	4	7
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 5

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 22

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: MANAGEMENT INFORMATION SYSTEM PERSONNEL[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	*	*	3	2	*	5	6
Education & Training Services	*	4	*	*	*	4	7
EEO Affirmative Action Planning	*	*	*	*	*	*	*
Financial Management Systems	*	*	6	*	*	6	5
Human Resource Development	*	*	*	*	1	1	10
Job Development, Placement & Employer Relations	*	*	*	2	*	2	9
Management Information Systems	35	4	*	*	*	39	1
Organization, Staffing & Personnel	*	4	3	2	3	12	3
Orientation in ETA	*	*	*	*	1	1	10
Program Linkages	*	*	3	2	*	5	6
Program Planning	*	4	*	2	1	7	4
Program Review, Assessment & Evaluation	*	4	*	*	1	5	6

TABLE 22 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	3	*	*	3	*
Special Target Groups	*	*	3	*	*	3	8
Subgrant & Contract Management	5	*	*	*	*	5	6
Supervision & Management	*	12	3	2	*	17	2
Independent Monitoring Units	*	*	*	4	*	4	7
Other	*	*	*	*	1	1	10

* = item not selected.

[a] n = 8

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 23

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: MONITORING AND EVALUATION PERSONNEL[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	*	*	*	*	1	1	8
Education & Training Services	*	*	*	*	*	*	*
EEO Affirmative Action Planning	*	*	*	*	1	1	8
Financial Management Systems	5	8	*	2	1	16	3
Human Resource Development	*	*	*	*	*	*	*
Job Development, Placement & Employer Relations	*	*	*	*	*	*	*
Management Information Systems	*	*	9	6	1	16	3
Organization, Staffing & Personnel	*	*	*	*	1	1	8
Orientation to ETA	*	*	3	*	*	3	7
Program Linkages	*	*	*	*	1	1	8
Program Planning	*	4	*	2	*	6	5
Program Review, Assessment & Evaluation	*	20	9	*	*	29	2

TABLE 23 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	*	4	*	4	6
Special Target Groups	*	*	*	*	*	*	*
Subgrant & Contract Management	*	*	*	2	1	3	7
Supervision & Management	*	*	6	2	2	10	4
Independent Monitoring Units	40	4	*	*	*	44	1
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 9

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

Top choices by Research Analysts:

Program Review, Assessment and Evaluation with total weight of 11
Management Information Systems with total weight of 10
Program Planning with total weight of 6
Supervision and Management with total weight of 4
Job Development, Placement and Employer Relations with total weight of 3

The weight, total weight, and rank of all CETA training areas by research analysts appear in Table 24.

Top choices by Youth Program Specialists:

Program Planning with total weight of 13
Program Linkages with total weight of 11
Supervision and Management with total weight of 7
Client Assessment and Counseling with total weight of 7
Special Target Groups with total weight of 4
Education and Training Services with total weight of 4

The weight, total weight, and rank of all CETA training areas by youth program specialists appear in Table 25.

Top choices by Public Relations/Information Specialists:

Public Relations and Information with total weight of 19
Orientation to ETA with total weight of 9
Human Resource Development with total weight of 8
Education and Training Services with total weight of 8
Supervision and Management with total weight of 4
Client Assessment and Counseling with total weight of 4

The weight, total weight, and rank of all CETA training areas by public relations/information specialists appear in Table 26.

Top choices by EEO/AA Personnel:

EEO/AA Planning with total weight of 15
Job Development, Placement and Employer Relations with total weight of 7
Independent Monitoring Units with total weight of 3
Education and Training Services with total weight of 3
Organization, Staffing and Personnel with total weight of 3

The weight, total weight, and rank of all CETA training areas by EEO/AA personnel appear in Table 27.

TABLE 24

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: RESEARCH ANALYSTS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	*	*	*	2	*	2	6
Education & Training Services	*	*	*	*	*	*	*
EEO Affirmative Action Planning	*	*	*	*	*	*	*
Financial Management Systems	*	*	3	*	1	4	4
Human Resource Development	*	*	*	*	*	*	*
Job Development, Placement & Employer Relations	*	*	3	*	*	3	5
Management Information Systems	10	*	*	*	*	10	2
Organization, Staffing & Personnel	*	*	*	*	*	*	*
Orientation to ETA	*	*	*	*	*	*	*
Program Linkages	*	*	*	2	1	3	5
Program Planning	5	*	*	*	1	6	3
Program Review, Assessment & Evaluation	*	8	3	*	*	11	1

TABLE 24 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	*	*	*	*	*
Special Target Groups	*	*	*	2	*	2	6
Subgrant & Contract Management	*	*	*	*	*	*	*
Supervision & Management	*	4	*	*	*	4	4
Independent Monitoring Units	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 3

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 25

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: YOUTH PROGRAM SPECIALISTS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	*	4	3	*	*	7	3
Education & Training Services	*	*	3	2	1	6	4
EEO Affirmative Action Planning	*	*	*	*	*	*	*
Financial Management Systems	*	*	*	*	*	*	*
Human Resource Development	*	*	*	*	*	*	*
Job Development, Placement & Employer Relations	*	*	3	*	*	3	6
Management Information Systems	5	*	*	*	*	5	5
Organization, Staffing & Personnel	*	*	*	*	1	1	7
Orientation to ETA	*	4	*	*	*	4	6
Program Linkages	5	4	*	2	*	11	2
Program Planning	5	4	3	*	1	13	1
Program Review, Assessment & Evaluation	5	*	3	2	1	11	2

TABLE 25 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	*	*	1	1	7
Special Target Groups	*	4	*	2	*	6	4
Subgrant & Contract Management	*	*	*	*	*	*	*
Supervision & Management	5	*	*	2	*	7	3
Independent Monitoring Units	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 5

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 26

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: PUBLIC RELATIONS/INFORMATION SPECIALISTS[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	2	*	2	5
Client Assessment & Counseling	*	4	*	*	*	4	4
Education & Training Services	*	*	6	2	*	8	3
EEO Affirmative Action Planning	*	*	*	*	*	*	*
Financial Management Systems	*	*	*	*	*	*	*
Human Resource Development	*	*	6	2	*	8	3
Job Development, Placement & Employer Relations	*	*	*	*	2	2	5
Management Information Systems	*	*	*	*	*	*	*
Organization, Staffing & Personnel	*	*	*	*	1	1	6
Orientation to ETA	5	4	*	*	*	9	2
Program Linkages	*	*	*	*	1	1	6
Program Planning	*	*	*	*	*	*	*
Program Review, Assessment & Evaluation	*	*	*	*	*	*	*

TABLE 26 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	15	4	*	*	*	19	1
Special Target Groups	*	*	*	*	*	*	*
Subgrant & Contract Management	*	*	*	*	*	*	*
Supervision & Management	*	4	*	*	*	4	4
Independent Monitoring Units	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 4

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 27

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: EEO/AA PERSONNEL[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	*	*	*	2	*	2	4
Education & Training Services	*	*	3	*	*	3	3
EEO Affirmative Action Planning	*	*	*	*	*	15	1
Financial Management Systems	*	*	*	*	*	*	*
Human Resource Development	*	*	*	*	*	*	*
Job Development, Placement & Employer Relations	*	*	*	7	*	7	2
Management Information Systems	*	*	*	*	*	*	*
Organization, Staffing & Personnel	*	2	*	*	1	3	3
Orientation to ETA	*	*	*	*	1	1	5
Program Linkages	*	*	3	*	*	3	3
Program Planning	*	*	*	*	*	*	*
Program Review, Assessment & Evaluation	*	*	*	*	1	1	5

TABLE 27 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	*	*	*	*	*
Special Target Groups	*	1	*	*	*	1	5
Subgrant & Contract Management	*	*	*	*	*	*	*
Supervision & Management	*	1	*	*	*	1	5
Independent Monitoring Units	*	*	3	*	*	3	3
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 3

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

Top choices of Miscellaneous Staff:

Organization, Staffing and Personnel with total weight of 17
Job Development, Placement and Employer Relations with total weight of 12
Client Assessment and Counseling with total weight of 10
Supervision and Management with total weight of 10
Program Planning with total weight of 9

The weight, total weight, and rank of all CETA training areas by miscellaneous staff appear in Table 28.

Findings for Section Three of CETA Staff Needs Assessment

This section was designed to determine what competencies were important to address in a CETA staff training program. Each of the eighteen operational functions, prioritized by the participants in section two of the instrument, were broken down into specific competency statements. Each competency statement was placed on a four-point Likert-type scale ranging from very important (4) to little importance (1). The participants were asked to check the level of importance for each competency statement listed under the five areas which he/she prioritized in section two of the survey. The data were then analyzed using a value of 4 for those competency statements checked very important, 3 for important, 2 for somewhat important, and 1 for those statements checked as of little importance.

Table 29 presents the mean value and item correlation for each competency statement and frequency of response for CETA training areas checked by the respondents. A mean value of:

4 = very important

3 = important

2 = somewhat important

1 = little importance

TABLE 28

WEIGHT, TOTAL WEIGHT, AND RANK OF CETA TRAINING AREAS BY: MISCELLANEOUS STAFF[a]

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Advisory Council	*	*	*	*	*	*	*
Client Assessment & Counseling	10	*	*	*	*	10	3
Education & Training Services	*	4	*	2	1	7	6
EEO Affirmative Action Planning	*	4	*	*	*	4	8
Financial Management Systems	5	*	*	*	1	6	7
Human Resource Development	*	*	*	2	*	2	10
Job Development, Placement & Employer Relations	5	*	3	2	2	12	2
Management Information Systems	*	4	*	*	*	4	8
Organization, Staffing & Personnel	5	8	3	*	1	17	1
Orientation to ETA	*	*	*	*	1	2	10
Program Linkages	*	*	*	2	*	2	10
Program Planning	5	4	*	*	*	9	4
Program Review, Assessment & Evaluation	*	*	8	*	*	8	5

TABLE 28 (Continued)

Area	1st Choice Weight[b]	2nd Choice Weight[c]	3rd Choice Weight[d]	4th Choice Weight[e]	5th Choice Weight[f]	Total Weight	Rank
Public Relations & Information	*	*	3	*	*	3	9
Special Target Groups	*	*	*	*	*	*	*
Subgrant & Contract Management	*	*	*	4	*	4	8
Supervision & Management	5	*	8	2	*	10	3
Independent Monitoring Units	*	4	*	*	*	4	8
Other	*	*	*	*	*	*	*

* = item not selected.

[a] n = 7

[b] Weight of 1st Choice = f x 5

[c] Weight of 2nd Choice = f x 4

[d] Weight of 3rd Choice = f x 3

[e] Weight of 4th Choice = f x 2

[f] Weight of 5th Choice = f x 1

TABLE 29

MEAN VALUE AND ITEM CORRELATION OF CETA COMPETENCY STATEMENTS AND FREQUENCY OF RESPONSE FOR CETA TRAINING AREAS CHECKED BY RESPONDENTS

Competency Statement	Item Correlation	$\overline{X}$
Advisory Councils f = 12		
Identifying council roles, objectives and activities	.639	3.4
Training council members	.611	3.6
Coordination with other local and state advisory councils	.828	2.9
Relating new special nature councils to the general advisory councils	.253	3.0
Providing support for council committee meetings and activities	.435	3.2
Client Assessment and Counseling f = 53		
Developing employability plans	.567	3.2
Follow-up of employability plan implementation	.735	3.1
Preparing clients for job interview	.708	3.2
Identifying/reviewing, refining and implementing intake procedures	.234	2.9
Developing testing and work sampling techniques	.505	2.7
Identification review and evaluation of counseling competencies	.692	3.1
Interviewing	.501	3.2
Identifying job ready clients	.770	3.1
Verification of client eligibility	.184	3.0
Developing/reviewing and implementing standards for counseling	.646	3.2
Orientating clients	.676	3.0
Education and Training Services f = 47		
Determining types of training services to implement	.492	3.6
Understanding and developing Work Experience Programs	.503	2.7
Understanding and developing On-the-Job Training Programs	.581	2.8

TABLE 29 (Continued)

Competency Statement	Item Correlation	$\bar{X}$
Understanding and developing Public Service Employment Programs	.747	2.5
Determining who should provide education and training services	.505	3.1
Using training portions under Title 2D for Public Service Employment	.777	2.8
Using training portions under Title 6 for Public Service Employment	.721	2.8
EEO Affirmative Action Planning f = 14		
Maintaining EEO Monitoring and Reporting System	.524	3.2
Developing Support Staff understanding of EEO and AA procedures	.670	3.4
Implementing an AA plan	.895	3.2
Establishing EEO staff and client grievance systems	.588	3.0
Developing an AA plan	.912	2.9
Defining EEO objectives, responsibilities, activities and timetables by component	.919	2.8
Recruiting staff from minority groups, females, etc.	.386	3.0
Helping employers to meet Affirmative Action Programs	.817	3.1
Training Supervisors in EEO regulations/requirements	.606	3.3
Financial Management f = 46		
Programatic and Cost Activity Accounting	.608	3.0
Relating financial data to programatic/management information system data	.526	3.2
Designing a financial management system	.740	2.9
Using management information system data to assess performance	.232	3.3
Using financial data in evaluation	.236	3.3
Property management	.524	2.5
Internal control	.645	3.0
Developing an automated financial management system	.526	3.0
General accounting procedures	.399	2.7

TABLE 29 (Continued)

Competency Statement	Item Correlation	$\bar{X}$
Human Resource Development f = 33		
Developing agency training plans	.718	3.3
Designing training courses	.798	3.2
Designing and implementing needs assessment for employee development	.133	3.3
Conducting training sessions	.755	3.1
Implementing assessment, evaluation and reporting	.164	3.1
Developing train-the-trainer techniques	.718	3.2
Designing on-the-job training programs	.617	2.7
Job Development, Placement and Employer Relations f = 62		
Selling the program to employers	.429	3.7
Assessing the quality of placement efforts	.630	3.2
Establishing and refining job development and placement emphasis	.735	3.3
Identifying potential employers	.652	3.5
Identifying occupational areas for job development and placement emphasis	.678	3.5
Following up on placements	.677	3.1
Negotiating job development and placement opportunities with employer	.721	3.4
Coordinating with other job development and placement agencies	.457	3.3
Matching clients with jobs	.563	3.5
Management Information Systems f = 46		
Program assessment	.658	3.3
Reporting requirements	.675	3.3
Verification of chart eligibility	.669	3.0
Overview of MIS	.702	3.0
Processing client information	.713	3.0
Automating data processing functions	.643	3.1
Developing and implementing a tracking system	.795	3.3
Organization, Staffing and Personnel f = 61		
Establishing Career Development Plans	.720	3.1
Establishing staffing patterns and job descriptions	.605	3.5

TABLE 29 (Continued)

Competency Statement	Item Correlation	$\bar{X}$
Establishing organizational structure and responsibilities	.173	3.6
Orienting new personnel	.440	3.4
Reviewing and refining wage and salary structures	.748	3.1
Evaluating employer performance	.665	3.3
Establishing an interfacing with state/local merit system	.851	2.6
Operating employee grievance system	.769	2.9
Establishing employee benefit packages	.809	2.7
Establishing personnel system	.725	3.0
Orientation to ETA and Its Programs f = 22		
Understanding the structure of ETA	.687	3.5
Recognizing goals and objectives of ETA and approaches to achieving such goals and objectives	.748	3.4
Understanding the various ETA programs currently in operation	.760	3.2
Understanding the relationships between levels of government involved in employment and training programs	.673	2.9
Understanding the relationship of various human service functions (counseling, testing, skill training)	.643	2.7
Appreciating the relationship of ETA to broader socioeconomic trends and initiatives	.624	2.8
Understanding the legislative and historical background of ETA programs	.626	2.5
Program Linkages f = 41		
Evaluating one's own program with other community programs for mutual benefit	.756	3.2
Surveying the community to identify potential linkage agencies	.682	3.0
Developing program linkages with local education agencies	.691	3.0
Negotiating performance-based linkage agreements	.709	2.8
Clarifying types of linkages with other agencies	.730	2.9

TABLE 29 (Continued)

Competency Statement	Item Correlation	$\bar{X}$
Understanding the background of and rationale for program linkages	.552	2.8
Implementing effective interpersonal relationships with other service agencies	.640	3.1
Program Planning f = 61		
Implementing contingency planning	.579	3.1
Identifying sources for available data	.554	3.1
Use of available data	.636	3.2
Identifying administrative and management priorities in conjunction with agency and local BES office roles	.608	2.9
Performing area analysis	.549	3.1
Designing participant service systems	.567	3.0
Developing operational plan and grant application	.535	3.1
Designing administrative and management systems	.440	3.2
Developing agency program and budget plans	.578	2.9
Defining agency and local BES office purposes	.715	2.5
Program Review, Assessment and Evaluation Approaches f = 68		
Understanding the requirements for establishing an Independent Monitoring Unit	.629	2.5
Design of program evaluation	.835	3.3
Development and implementation of follow-up designs	.732	3.0
Presentation of corrective action results	.777	3.0
Assessment of education and training services	.610	3.1
Evaluating programs currently in operation	.602	3.5
Utilizing management information system data for program evaluation	.553	3.4
Public Relations and Information f = 39		
Developing and maintaining media access	.721	3.6
Assuring compliance with freedom of information and privacy acts	.833	3.0
Developing and issuing press releases	.651	3.1

TABLE 29 (Continued)

Competency Statement	Item Correlation	X̄
Understanding public relations and information aspects of ETA-funded programs	.752	3.4
Coordinating with other public information officers	.789	3.0
Public relations training for in-house staff	.545	3.5
Special Target Groups f = 30		
Identifying and evaluating needs of special populations	.199	3.8
Applying for special demonstration projects	.729	2.9
Planning and designing programs for special target groups	.622	3.6
Linkage of services with other agencies	.521	3.5
Implementing special features and activities	.811	3.3
Subgrant and Contract Management f = 38		
Developing request for proposal packages	.652	3.2
Negotiating budgets and services with potential subgrants/contractors	.746	3.4
Developing a systematic approach to the contractual process	.513	3.5
Planning to identify needed subgrantees/contractors	.628	3.0
Evaluating proposals	.577	3.5
Supervision and Management f = 73		
Developing methods for employee performance appraisal	.639	3.3
Developing effective communications	.542	3.7
Time management	.799	3.3
Delegating responsibilities	.634	3.5
Human relations training (motivation, discipline, etc.)	.667	3.5
Independent Monitoring Units f = 28		
Implementing corrective action by out-of-compliance contractors	.715	3.6
Developing an Independent Monitoring Unit	.776	3.5
Monitoring Sub-grantees	.744	3.5

As previously mentioned in the study, the top five priority areas for training indicated by the respondents were:

Supervision and management

Job development, placement and employer relations

Program planning

Client assessment and counseling

Program review, assessment and evaluation

In looking at the importance level of these competency statements listed under the top five priority areas for training, the results may be summarized as follows:

1. Supervision and Management

In this first priority training area, seventy-three participants assessed the importance level of the competency statements listed. All of the competency statements listed under this training area fell in the range of important to very important. The highest importance level for the competency statements listed was indicated to be: Developing effective communications, with a mean value of 3.7. This would seem to indicate that if supervision and management were presented as a topic in a CETA staff training program, communication should receive special emphasis. However, since all the competency statements listed fell in the range of important to very important, none of the competencies should be excluded.

2. Job Development, Placement and Employer Relations

This item was ranked second as a preferred area for training by the participants. Sixty-two respondents assessed the competency statements listed beneath this item. Of the nine competency statements presented, all were indicated to be within the range of important to very important. The competency statement receiving the highest mean value was: Selling the program to employers, with a value of 3.7. The lowest value of 3.1 was indicated for the competency of: Following up on placements.

3. Program Planning

Sixty-one of the respondents assessed the competency statements associated with this third-ranked training area. Of the eleven competency statements presented, eight were said to be in the range of important to very important, but the highest importance level was a mean value of 3.2. Three of the competency statements' importance level fell in the range of somewhat important to important; these were:

Identifying administrative and management priorities in conjunction with agency at local BES office roles, with a mean value of 2.9

Developing agency program and budget plans, with a mean value of 2.9

Defining agency and local BES office purposes, with a mean value of 2.5

4. Client Assessment and Counseling

Of the eleven competency statements listed under this fourth-ranked training area, two were indicated to be less than important. The fifty-three respondents to the item assessed the competency statements of:

Identifying/reviewing, refining and implementing intake procedures, with a mean value of 2.9

Developing testing and work sampling techniques, with a mean value of 2.7

as being somewhat important to important. The remaining nine competency statements fell within the range of important to very important, with the highest mean value being 3.2.

5. Program Review, Assessment and Evaluation Approaches

Of the seven competency statements listed under the fifth priority area for training, each fell in the range of important to very important, with the exception of: Understanding the requirements for establishing an independent monitoring unit, with a mean value of 2.5. This seems to indicate that if this area were excluded in a CETA staff training program, the remaining six competencies should be addressed.

The data indicate that, of those competency statements which appeared under the remaining training areas, most fell in the range of important to very important. Only a few were indicated as somewhat important, and none were indicated as having little importance.

This section of the survey was designed to determine what competencies should be addressed in a CETA staff training program. The data indicate that none of the competency statements listed in this section were identified as having little importance, and most fell in the range of important to very important.

The training areas and competency statements examined in the study could serve as a basis to structure CETA staff training programs. By offering to CETA staff members training programs which address the five top priority areas and those types of competencies identified as important and/or very important, viable staff training programs could result. Also, the indication that 99% of those CETA staff members surveyed were interested in participating in a staff training program lends further support to this concept. The resulting effect should then be the development of closer coordination between CETA and vocational education in Pennsylvania should a CETA staff training program be offered.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS OF THE STUDY

Summary

The purpose of this study was to assess the perceived training needs of CETA staff personnel in Pennsylvania and to determine their background characteristics. The information obtained from the study could serve to develop CETA staff training programs for delivery by vocational teacher education institutions. The information could also be used for inclusion in vocational education training programs to enhance the vocational educator's understanding of CETA.

There were two survey instruments disseminated in this project. The Prime Sponsor Directors Survey was mailed to each of the thirty-one CETA prime sponsor directors in Pennsylvania. Twenty-two of those directors responded for a 70.97% return. The second survey instrument entitled: Assessing the Needs of CETA Prime Sponsor Staff Personnel in Pennsylvania was distributed by each prime sponsor director to members of his/her operational staff. The directors distributed two hundred and twenty-three (223) survey instruments of which one hundred and fifty-eight (158) were completed for a total return of 70.85%. This included returns from twenty-three prime sponsor areas which was 74% of the prime sponsor areas in Pennsylvania.

Conclusions

The basic conclusions drawn from this study and the findings which support those conclusions were as follows:

1. There was a definite interest in CETA staff training programs. Competencies can be determined to develop training programs and such programs would result in more cooperation between CETA and vocational education. This conclusion was based on the following findings:
   - Prime sponsor CETA directors indicated that educators should have more information about CETA to enhance their understanding, and that there was a definite need to develop a closer rapport with educational agencies. Eighty-six percent of those directors surveyed agreed with these statements.
   - The average CETA prime sponsor staff size was thirty-eight with a projected state staff size of over eleven hundred people employed under approximately forty-three different job titles. Eighty-two percent (82%) of CETA prime sponsor directors indicated that occupational competencies of staff personnel are identifiable, and eighty-six percent (86%) indicated that a staff training program would be of benefit.
   - Sixty-four percent (64%) of the CETA prime sponsor directors felt that a CETA staff training program would result in more cooperation with educational agencies.
   - Of those CETA staff personnel surveyed, one hundred and fifty-six or 99.4% of the total respondents indicated that they were interested in a staff training program. The most preferred type of training was a series of two- to three-day

workshops, next was graduate-level courses, and last was individualized materials.

2. Based on background characteristics, CETA prime sponsor staff personnel seem to be a prime group to which to offer staff training programs.
   - The average age of CETA staff personnel was 32.1 years with 55.1% of the respondents in the 26-35 year-old age group and 21.2% age twenty-five and under.
   - Of the total respondents, 87% had attended college and 62% had completed four or more years of college study. Of those attending four or more years of college study, 84.6% held bachelor's degrees and 14.7% held master's degrees.
   - The major areas of college study of the participants attending college were in liberal arts education (46%), followed by business administration (25.9%) and education (16.55%).
   - The average length of occupational experience with CETA was 2.9 years and 36% of the participants had worked at their present CETA position less than one year.
   - The most frequent type of occupational experience before being employed by CETA was in office occupations. This was followed by employment in education and related areas and social service occupations.

3. The type of information needed to develop CETA staff training programs was identified and seems to indicate that training programs could be structured to address specific topics.

   - The most frequent CETA occupational group responding to the survey was head administrators (15.29% of the total), followed by employment and training personnel (14.01% of the total), program and project managers (12.73% of the total), and accounting and financial managers (12.73% of the total).
   - The five top priority areas of training, identified by all respondents, were indicated as:
     1. Supervision and management.
     2. Job development, placement and employer relations.
     3. Program planning.
     4. Client assessment and counseling.
     5. Program review assessment and evaluation.
   - Also indicated as priority areas of training were:

     Financial management systems
     Management information systems
     Organization, staffing and personnel
     Education and training services
     Human resource development
     Program linkages
     Public relations and information
   - Each CETA occupational group's priority for training areas was also analyzed. This procedure should allow for the

development of training programs for specific groups of CETA staff personnel.

- Of the competency statements assessed in this study, those which were listed in the top five priority areas of training seem to indicate that they should be addressed in a CETA staff training program. Most competency statements were in the range of important to very important, and only a few were said to be somewhat important. None were assessed as having little importance. By working with CETA staff members to fulfill those competency statements checked as important or very important, viable CETA staff training programs could be structured. The resulting effect should be more cooperation and coordination between CETA and vocational education in Pennsylvania.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are offered:

1. Vocational education personnel should employ the findings of this study to better understand the composition of CETA prime sponsor staffs and their many diverse operational functions.
2. Vocational education personnel should capitalize on the apparent willingness of CETA prime sponsor directors to cooperate with vocational education.
3. Vocational education personnel should establish and participate in workshops which address CETA staff training needs.

4. Four-year institutions of higher education should explore the possible development and implementation of graduate-level courses which appeal to CETA staff personnel.
5. Vocational educators should utilize the findings of the study to infuse baseline data about CETA program operations into vocational teacher education programs.
6. There should be further analysis of the type of operational functions performed by the various CETA occupational groups.

Implications

The major concern throughout the course of this study was to develop a proposed method to help resolve the lack of coordination and cooperation between CETA and vocational education. That issue can best be addressed by enhancing each group's understanding of the other's background, functions, and needs. A possible method to develop that understanding is through those teacher education institutions which train vocational educators and which could offer training programs to CETA staff personnel.

Some of the CETA staff training needs identified in this study parallel the type of information presented to vocational educators in their staff training programs. Supervision and management, job development and employer relations, client assessment and counseling, and other areas were identified, by CETA staff, as priority areas for training. These areas also common to vocational education could be included in a staff training program, for CETA personnel, if offered by vocational teacher education institutions. Other areas such as financial management, management information systems, and human resource development could be addressed in CETA staff training programs if cooperation were solicited from other institutional departments, including business administration and economics.

Also, by including background characteristics of CETA staff and the type of operational functions performed by CETA into vocational education training programs, the vocational educator would develop a better understanding of the CETA system. To develop fully a concerted effort to serve the socioeconomically disadvantaged, CETA and vocational education must understand each other.

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APPENDIX A

LISTING OF PENNSYLVANIA CETA PRIME SPONSOR AREAS AND PRIME SPONSOR DIRECTORS

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PRIME SPONSORS

1. ALLEGHENY COUNTY

Mr. Joseph K. Rodgers, Director
Allegheny County Department of
Jobpower
1500 Allegheny Building
429 Forbes Avenue
Pittsburgh, Pennsylvania 15219
412-355-5202

2. BEAVER COUNTY

Mr. Richard W. Packer, Jr.
Beaver County Manpower Services
699 Fifth Street
Beaver, Pennsylvania 15009
412-728-2020

3. BERKS COUNTY

Mr. Joseph N. Combs, Director
Berks County Office of Manpower
Planning and Operations
124 South 5th Street
Reading, Pennsylvania 19602

4. BUCKS COUNTY

Mr. Albert Farber, Director
Office of Manpower Programs
County Administration Building
Doylestown, Pennsylvania 18901

5. CENTRE COUNTY

Mrs. Sylvia Lee
Community Services Office
Centre Community Hospital
2nd Floor - Willowbank Unit
Bellefonte, Pennsylvania 16823
814-355-0621

6. CHESTER COUNTY

Mr. Wayne R. Rothermel
Deputy Director
Farmers & Mechanics Building
Rm. 514
High and Market Streets
West Chester, Pennsylvania 18380
215-431-6450

7. DELAWARE COUNTY

Jacqueline R. Daniels
Federal Manpower Office of
Delaware County
203 E. Baltimore Pike
Media, Pennsylvania 19063
215-891-2236

8. CITY OF ERIE

Mr. Pasquale Bruno, III
Director
Office of Manpower Services
Municipal Building - Rm. 203
626 State Street
Erie, Pennsylvania 16501

9. ERIE COUNTY

Mr. Bruce Bayer, Deputy
Director
Erie County Department of
Employment and Training
1005 State Street, Rm. 1215
Erie, Pennsylvania 16501
814-453-5838

10. FAYETTE COUNTY

Mr. William Schiffbauer
Executive Director
County of Fayette Employment
and Training Agency
Uniontown Professional Building
Suite 110
18 North Beeson Boulevard
Uniontown, Pennsylvania 15401

11. FRANKLIN COUNTY

Mr. William A. Gardner
Director
Franklin County Manpower
Planning
Franklin Farms Lane
Chambersburg, Pennsylvania 17201
717-263-9413

12. LACKAWANNA COUNTY

Mr. Fred F. Lettieri
Executive Director
Scranton-Lackawanna Human
Development Agency, Inc.
200 Adams Avenue
Scranton, Pennsylvania 18503
717-961-6836

13. LANCASTER AND LEBANON COUNTIES CONSORTIUM

Mr. James Willig, Operations Manager
Lancaster-Lebanon Manpower
Development Consortium
18 South Duke Street
Lancaster, Pennsylvania 17602
717-291-1231

14. LAWRENCE COUNTY

Ms. Paula Smulick
Acting Director
Lawrence County Office
of Manpower
Courthouse
New Castle, Pennsylvania 16101

15. LEHIGH VALLEY MANPOWER PROGRAM CONSORTIUM (Lehigh and Northampton Counties also administer Allentown program)

Mr. John Kachmar
Manpower Director
Lehigh Valley Manpower
Program
ABE Administration Building
Allentown, Pennsylvania 18103

16. LUZERNE COUNTY

Mr. James Loftus, Executive Director
Luzerne County Human Resources
Development Dept.
100 South Pennsylvania Boulevard
Wilkes-Barre, Pennsylvania 18701
717-822-1101

17. LYCOMING-CLINTON COUNTIES CONSORTIUM

C. Hughes-Clipper
Manpower Administrator
Lycoming-Clinton Counties
Consortium
Lycoming-Clinton County
Courthouse
48 West Third Street
Williamsport, Pennsylvania 17701
717-323-9811 x-371

18. MERCER COUNTY CONSORTIUM (Counties of Clarion, Crawford, Forest, Mercer, Venango, and Warren)

Mrs. Gloria Miller, Director
Mercer County Consortium
Services, Inc.
P. O. Box 402
Meadville, Pennsylvania 16335

19. MONTGOMERY COUNTY

Mr. Tom Levins
Deputy Director
Montgomery County Training
and Employment Program
Montgomery County Courthouse
Norristown, Pennsylvania 19404
215-277-7704

20. NORTHUMBERLAND COUNTY

Earle Bittner
Administrative Asst.
Northumberland County
Manpower Agency
225 Market Street, Third Floor
Sunbury, Pennsylvania 17801

21. CITY OF PHILADELPHIA

Alan B. Fogel, Director
Area Manpower Planning Council
Penn Square Building - 7th Floor
1317 Filbert Street
Philadelphia, Pennsylvania 19107

22. CITY OF PITTSBURGH

Ms. Melanie S. Smith
Manpower Director
518 City-County Building
Pittsburgh, Pennsylvania 15219

23. CITY OF SCRANTON

Mr. Charles Volpe, Director
Department of Community
Development
City Hall - CETA Office
340 N. Washington Avenue
Scranton, Pennsylvania 18504

24. SCHUYLKILL-CARBON AGENCY
FOR MANPOWER CONSORTIUM
(Counties of Schuylkill
and Carbon)

Mr. Frank Milewski
Executive Director
Schuylkill-Carbon Agency
for Manpower
433 S. Centre Street
Pottsville, Pennsylvania 17901
717-628-5215

25. SOUTHERN ALLEGHENIES PLANNING
AND DEVELOPMENT COMMISSION
CONSORTIUM
(Counties of Bedford, Blair,
Cambria, Fulton, Huntingdon,
and Somerset)

Mr. Stephen Mandes
Executive Director
Southern Alleghenies Planning
and Development Commission
Southern Alleghenies Plaza
1506 11th Avenue
Altoona, Pennsylvania 16601
814-946-1641

26. SUSQUEHANNA VALLEY MANPOWER
DEVELOPMENT CORPORATION
CONSORTIUM
(Counties of Cumberland,
Dauphin and Perry, City of
Harrisburg, Borough of
Carlisle)

Sharon Sowers
Manpower Planning Specialist
Executive Director
Susquehanna Employment
& Training Corporation
Shore Drive Office Bldg. #3
2001 North Front Street
Harrisburg, Pennsylvania 17102
1-800-692-7328

27. TRI-COUNTY MANPOWER
ADMINISTRATION CONSORTIUM
(Counties of Butler,
Armstrong, and Indiana)

Mr. John Zatalava, Director
Tri-County Manpower
Administration Office
344 North McKean Street
Butler, Pennsylvania 16001

28. WASHINGTON COUNTY

Mr. John Fantini, Director
Office of Manpower Planning
28 East Maiden Street
Washington, Pennsylvania 15301
412-228-0910

29. WESTMORELAND COUNTY

Mr. Carl J. Bartolomucci
Director
Westmoreland County Office
of Manpower
Court House Square
10 West Pittsburgh Street
Greensburg, Pennsylvania 15601

30. YORK COUNTY

Mr. Richard Herbst
Executive Director
York County Employment and
Training Program
Pleasant Acres Medical Bldg.
York, Pennsylvania 17402
717-755-0925

31. BALANCE OF STATE

Mr. James Wittle
Executive Director
State Manpower Planning Council
State Manpower Services Council
Room E - 169 First Floor
Labor and Industry Building
Harrisburg, Pennsylvania 17121
717-787=8010

APPENDIX B

COVER LETTER AND CETA PRIME SPONSOR DIRECTOR'S SURVEY

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

December 6, 1978

As a part of a continuing effort to conduct research activities relevant to current issues, the Division of Occupational and Vocational Studies at The Pennsylvania State University in conjunction with the State Department of Education is initiating a research project entitled: Assessing the Needs of CETA Prime Sponsor Staffs in Pennsylvania.

This project has received initial positive reaction from many prime sponsor directors and educators throughout the state and is designed to ultimately benefit prime sponsor staff personnel.

The objectives of the project are:

1. To identify CETA staff positions in each of the 31 prime sponsors;
2. To identify perceived training needs for each type of staff personnel;
3. To produce a plan for meeting the training needs of CETA staff personnel.

As can be seen from the objectives, this project is designed to provide CETA staff personnel with a training program consistent with needs which they will identify.

To carry out this project effectively it is most essential that we ask for a few minutes of your time to assist us in completing the first objective of this worthwhile activity.

Could you please assist us by completing the enclosed questionnaire and return it in the self-addressed envelope provided. Questionnaires will also be disseminated to a randomized group of individual staff members to ascertain their perceptions of in-service needs in early December and we ask for your support in this activity.

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

December 6, 1978

Additional information or comments about this project can be obtained by contacting Dr. Jerry Wircenski, or Mr. John J. Vincent at the address on the letterhead; we also welcome your comments and suggestions with sincere appreciation.

Thank you very much for your assistance.

Sincerely yours,

Jerry L Wircenski

Jerry L. Wircenski
Project Director

John J Vincent

John J. Vincent
Project Facilitator

Enclosure

JLW/JJV/bat

1. Name of Prime Sponsor ______________________________

2. Name and title of person completing this survey. ____________________

   Address ____________________
   ____
   ____

   Telephone Number ( ) ____________________

Please indicate the appropriate response to the following questions by circling A for Agree, U for Undecided or D for Disagree.

3. Competencies needed by CETA staff personnel are indentifiable. A U D

4. A training program (i.e. seminar, independent study, etc.) for staff personnel would be beneficial. A U D

5. Staff personnel should receive college credit for participating in a training program. A U D

6. The major involvement of CETA with local education agencies is in youth programs. A U D

7. There is a need for more involvement by educators in CETA adult programs. A U D

8. A staff training program could result in more cooperation between CETA and educational agencies. A U D

9. Educators should receive more information to develop a better understanding of the functions of CETA. A U D

10. There is a need to develop a closer rapport between CETA and local education agencies. A U D

11. Educators should be involved in aspects of a CETA staff training program to develop a better understanding of CETA. A U D

12. Please indicate the number of staff people in each of the following positions and also list other staff positions which may not appear on this questionnaire.

Position	Number of Employees
A. Planners	____________
B. M.I.S. STAFF (management information system)	____________
C. Accountants	____________

Position	Number of Employees
D. Evaluation/Performance Analysts	
E. Grievance E.E.O. Officer	
F. Coordinators	
G. Director	
H. Assistant Director	
I. Counselors	
J. Others	

13. Comments or Suggestions:

Thank you very much for your assistance. Additional information or comments about this project can be obtained by contacting:

Dr. Jerry L. Wircenski or Mr. John Vincent
Division of Occupational and Vocationa
Studies
Rackley Building
Pennsylvania State University
University Park, PA 16802

(814) 865-8361

APPENDIX C

INITIAL LETTER TO CETA STAFF MEMBERS TO ASSIST IN THE DEVELOPMENT OF CETA STAFF NEEDS ASSESSMENT SURVEY

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

February 10, 1979

As part of a continuing effort to conduct research activities relevant to current issues, the Division of Occupational and Vocational Studies at The Pennsylvania State University has initiated a research project entitled: Assessing the Needs of CETA Prime Sponsor Staffs in Pennsylvania.

This project has received initial positive reaction from many prime sponsor directors and educators throughout the state and is designed to benefit CETA prime sponsor staff personnel.

The objectives of the project are:

1. To determine background characteristics of CETA staff personnel in each prime sponsor area.

2. To identify perceived training needs of CETA staff personnel.

This project is designed to provide information which could be used to establish CETA staff training programs consistent with current training needs.

The purpose of this letter is to ask for your assistance to help reach the objectives of this research activity. Five CETA staff members are needed to aid in the development of a survey instrument to identify what competencies CETA staff members perceive as important to carrying out the various functions of the CETA system.

With assistance from yourself and four other CETA staff members, I would like to establish individual meetings to gain your input into the development of the proposed survey instrument. Your assistance would greatly add to the overall effectiveness of this research.

After you have received this letter, I will contact you to determine if your assistance is available, and if so, to schedule a meeting at your convenience. The time commitment would require approximately two hours of your time.

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

Your cooperation and input would be most appreciative and I hope you can assist in this worthwhile activity.

Sincerely,

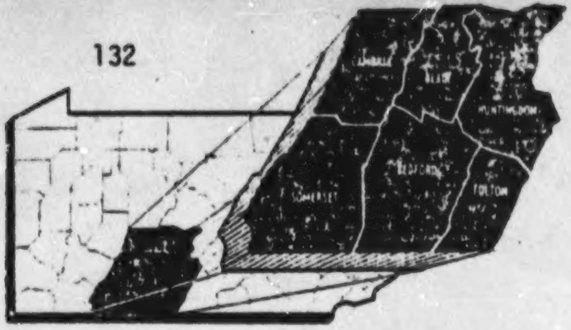
John J. Vincent

John J. Vincent
Division of Occupational
and Vocational Studies

JJV/pak

APPENDIX D

COMMENTS AND SUGGESTIONS OF CETA STAFF MEMBERS WHO ASSISTED IN THE DEVELOPMENT OF CETA STAFF NEEDS ASSESSMENT SURVEY



SOUTHERN ALLEGHENIES
PLANNING AND DEVELOPMENT COMMISSION
SOUTHERN ALLEGHENIES PLAZA SUITE 100
1506 ELEVENTH AVENUE, ALTOONA PENNSYLVANIA 16601

March 26, 1979

Mr. John J. Vincent
CETA Staff Project
Pennsylvania State University
Division of Occupational and Vocational Studies
Rackley Building
University Park, Pennsylvania 16802

Dear Mr. Vincent:

I have no further comments or suggestions; the questionnaire looks great!

Thank you for seeking Southern Alleghenies Commission's input.

Best of Luck,

Larry Nelson

Larry Nelson,
Grants Coordinator

U.S. DEPT. OF LABOR
EMPLOYMENT & TRAINING ADMINISTRATION

DR. GEORGE A. DEITRICK
FRANK S. MOSER
JAMES F. KELLEY
COMMISSIONERS

NCMA
Northumberland County Manpower Agency
MUNICIPAL BUILDING (3rd Floor)
225 MARKET STREET
SUNBURY, PA. 17801
(717) 286-7721 Ext. 24-25

STEPHEN M. KOSCHOFF
EXECUTIVE DIRECTOR
LESTER N. FECKER
DEPUTY DIRECTOR-ADMIN.
ANDREW E. KLACIK
COMPTROLLER-FISCAL OPNS.
PETER AVILLINO
DEPUTY DIRECTOR OF OPERATIONS
DENNIS R. SCICCHITANO
GRANT MANAGER

March 30, 1979

Mr. John J. Vincent
CETA Staff Project
The Pennsylvania State University
College of Education
Division of Occupational Vocational Studies
Rackley Building
University Park, Pa. 16802

Re: Letter dated March 21, 1979

Dear Mr. Vincent:

After reviewing the questionnaire pertaining to the training needs of CETA staff personnel in Pennsylvania, the NCMA staff at this time have no more recommendations, suggestions, or comments.

The NCMA will be looking forward with anticipation to fill out the finalized questionnaire which will hopefully lead to meaningful workshops and/or training sessions which would be most helpful to implement the various programs under CETA.

Sincerely,

Peter Avellino, Jr.

Peter Avellino, Jr.
Deputy Director of Operations

PA/cs

cc: NCMA Staff

Westmoreland County

Courthouse Square
10 W. Pittsburgh Street
Greensburg, Pa. 15601

EMPLOYMENT AND TRAINING ADMINISTRATION

Telephone:
(412) 836-302
(412) 834-2191

COMMISSIONERS
TED SIMON, Chairman
JOHN W. REGOLI, Vice Chairman
WILLIAM R. DAVIS, Secretary

CARL J. BARTOLOMUCCI
Executive Director

March 29, 1979

John J. Vincent
CETA Staff Project
Penn State University
College of Education
Division of Occupational
And Vocational Studies
Rackley Building
University Park, PA 16802

Dear Mr. Vincent:

This is in response to your letter of March 21, 1979, concerning the CETA Staff Needs Assessment. I have reviewed the various areas, and have the following recommendations:

1) Training Area B: Client Assessment and Counseling

The category, Monitoring and Reporting of Counseling Activities should be removed, since it is now mandatory that all monitoring be done by an independent department.

2) Training Area C: Education and Training Services

I believe it may be best to separate this area into two areas: Training and Public Service Employment. Also, parts of Area F, Human Resource Development, could be combined with Area C. Many Prime Sponsors have their staff broken down into sections by training and by Public Service Employment. Combining the two might result in portions of the training course not being applicable to the individual.

3) Training Area E: Financial Management

While I believe that Property management should remain as a category under Financial Management, it should also be added under Supervision and Management (Area Q).

4) Training Area F: Human Resource Development

See point #2.

5) Training Area H: Management Information Systems

Since the new regulations require each Prime Sponsor to develop and implement a Tracking System, I feel that this area would be of great concern to others.

6) Training Area P: Subgrant and Contract Management

The category, Monitoring sub-grantees should be placed in Area R, Independent Monitoring Units, for the reasons listed in point #1.

Overall, I feel that you have covered all of the areas that Prime Sponsors and their staff would be interested in receiving assistance.

Should you have any questions, please do not hesitate to call me.

Sincerely,

WESTMORELAND COUNTY
EMPLOYMENT & TRAINING
ADMINISTRATION

John Sproull (mr)

John Sproull
Assistant Director

JS/mp

LANCASTER-LEBANON INTERMEDIATE UNIT
PROGRAMS DIVISION
Box 5026 Lancaster, PA 17601 Telephone: (717) 569-8561
L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR
JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education
Instructional Materials Service

Non-Public Program
Bilingual/ESL Program

April 17, 1979

John Vincent
Penn State University
105 Rackley Building
University Park, PA 16802

Dear John:

Enclosed please find my comments regarding the CETA Staff Needs Assessment Questionnaire.

In addition to the specific comments written on the questionnaire, I'd like to make several general observations:

1) I question the length of section three. It seems to me several topics could be combined. (e.g. Human Resource Development and Program Lingages.)

2) It seems you've repeatedly capitalized the first initial of several words which need not be capitalized. While such an observation could be considered picayune, I think anything which is questionable hurts the credibility of a questionnaire.

3) I think the concept of your project is admirable. Many of our locally-based CETA staff members are in desperate need of training, due to the non-specific nature of the CETA program structure and the complex guidelines that accompany them.

Thank you for allowing me the opportunity to comment on the CETA Staff Needs Assessment Questionnaire. Please feel free to contact me should you have questions regarding my comments.

Michele
Michele Madonna, School Spec.
Adult Education

afm

Enclosure

Educational Services to the Twenty Two School Districts in Lancaster and Lebanon Count

APPENDIX E

SAMPLE THANK-YOU LETTER TO CETA STAFF MEMBERS WHO ASSISTED IN THE DEVELOPMENT OF CETA STAFF NEEDS ASSESSMENT SURVEY

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 21, 1979

Mr. Peter Avellini
Northumberland County
Manpower Agency
225 Market Street, Third Floor
Sunbury, PA 17801

Dear Mr. Avellini:

I would like to extend my sincere appreciation for your assistance in the development of a questionnaire to assess the perceived training needs of CETA staff personnel in Pennsylvania.

As per our initial conversation, I have revised various sections of the instrument to include your recommendations and suggestions.

You will find enclosed a copy of the questionnaire containing your initial ideas. I would be most appreciative if you or other interested staff members could spare a few minutes to review the questionnaire and make any final comments or suggestions. I have, of course, also provided a return envelope for your convenience. At the risk of being too presumptuous, I would like to have the questionnaire returned within the next ten days in order that we may have ample time to print 350 finalized copies.

Once again I cannot over emphasize my appreciation for your assistance.

Sincerely,

John J. Vincent
CETA Staff Project

JJV/dlg

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX F

CETA PRIME SPONSOR DIRECTOR'S COVER LETTER AND CETA STAFF NEEDS ASSESSMENT SURVEY

142

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

May 3, 1979

The Division of Occupational and Vocational Studies at The Pennsylvania State University is conducting a research study to determine background characteristics of CETA staff personnel and to assess their perceived training needs. The information obtained from this study could be used to establish CETA staff training programs consistent with current training needs.

The survey forms contained in this packet are a major component of this research effort and have been developed with assistance from CETA staff members in Pennsylvania. With your assistance, I ask that you complete the survey attached to this letter and disseminate the remaining ten(10) forms to ten(10) individual staff members employed in different occupational categories with the exception of clerical staff. The survey should require approximately 15 to 20 minutes to complete. Provided with each form is a self-addressed return envelope. The completion of this survey is optional and each individual will remain anonymous. All survey forms returned will remain confidential and will be analyzed on a state-wide basis only.

Your assistance is sincerely appreciated and the results obtained will be very beneficial. If you have any questions, comments, or suggestions, please feel free to contact me for additional information.

Sincerely,

John J. Vincent

John J. Vincent
Division of Occupational
and Vocational Studies

JJV/pak

Enclosures

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

THE PENNSYLVANIA STATE UNIVERSITY

COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

CETA STAFF
Needs Assessment

SECTION ONE

1. Employed by: (Prime sponsor name) ______________________________

2. Present Position: ____

3. Age: _______ 4. Sex: _______

5. Do you hold a high school diploma? Yes _______ No _______

6. Have you attended college? Yes _______ No _______

7. How many years of college have you attended? _______

8. What was your major area of study in college? ____________________

9. What type of college degree(s) do you have? _______ _______ _______

10. What type of full-time occupational experience have you had, other than CETA? Please indicate the amount of time for each.

Type of Occupation	Amount of Time
_______________	_____________
_______________	_____________
_______________	_____________
_______________	_____________

11. How long have you been employed by CETA? ________________________

12. How long have you worked at your present position with CETA? _______

13. Indicate by job title any other CETA positions you have held and the length of time for each.

Job Title	Amount of Time
_______________	_____________
_______________	_____________
_______________	_____________

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

14. Would you be interested in participating in a training program that would benefit your current training needs? Yes _____ No _____

15. The type of training which would be most beneficial to meeting my current needs would be:

    A. A series of 2-3 day workshops. _____

    B. Graduate level courses which address manpower training programs. _____

    C. Individualized materials. _____

General Instructions for Completion of this Survey

The remainder of this survey is designed to determine those CETA functions which you consider to be most important to your current job responsibilities. In Section 2 you are asked to rank 5 general areas you consider to be beneficial to your training needs and in Section 3 you are asked to complete more specific information related only to the 5 areas you selected. Before completing Section 2 of this survey briefly review the items in Section 3 to develop a better understanding of the items to be ranked in Section 2.

SECTION TWO

Instructions: Please rank in order the 5 areas which would be beneficial to your training needs. (Use number 1 for highest priority, number 2 for next highest, number 3 for next, etc.) Select only 5 items.

Priority Level	Areas
A. ____	Advisory Councils
B. ____	Client Assessment and Counseling
C. ____	Education and Training Services
D. ____	EEO Affirmative Action Planning
E. ____	Financial Management Systems
F. ____	Human Resource Development
G. ____	Job Development, Placement and Employer Relations
H. ____	Management Information Systems
I. ____	Organization, Staffing and Personnel
J. ____	Orientation to ETA
K. ____	Program Linkages
L. ____	Program Planning
M. ____	Program Review, Assessment and Evaluation Approaches
N. ____	Public Relations and Information
O. ____	Special Target Groups
P. ____	Subgrant and Contract Management
Q. ____	Supervision and Management
R. ____	Independent Monitoring Units
S. ____	Other: ____________________ ____________________

- GO ON TO SECTION 3 ON NEXT PAGE -

SECTION THREE

Instructions: 1. Locate the 5 areas which you ranked in Section 2 in the list below.

2. Check the column on the right which best describes your needs for training in each of these 5 areas:

Remember: Complete only those 5 areas which you previously selected in Section 2.

TRAINING AREA	Very Important	Important	Somewhat Important	Little Importance
A. Advisory Councils A.				
Identifying council roles, objectives and activities				
Training council members				
Coordination with other local and state advisory councils				
Relating new special nature councils to the general advisory council				
Providing support for council committee meetings and activities				
Others: ____________				
B. Client Assessment and Counseling B.				
Developing Employability Plans				
Follow-up of employability plan implementation				
Preparing clients for job interview				
Identifying/reviewing, refining and implementing intake procedures				
Developing testing and work sampling techniques				
Identification review and evaluation of counseling competencies				
Interviewing				
Identifying job ready clients				
Verification of client eligibility				
Developing/reviewing and implementing standards for counseling				
Orienting clients				
Others: ____________				

TRAINING AREA	Very Important	Important	Somewhat Important	Little Importance
C. Education and Training Services C.				
Determining types of training services to implement				
Understanding and developing Work Experience Programs				
Understanding and developing On-the-Job Training Programs				
Understanding and developing Public Service Employment Programs				
Determining who should provide education and training services				
Using training portions under Title 2D for Public Service Employment				
Using training portions under Title 6 for Public Service Employment				
Others: ____________				
D. EEO Affirmative Action Planning D.				
Maintaining EEO Monitoring and Reporting System				
Developing Support Staff understanding of EEO and AA procedures				
Implementing an AA plan				
Establishing EEO staff and client grievance systems				
Developing an AA plan				
Defining EEO objectives, responsibilities, activities and timetables by component				
Recruiting staff from minority groups, females, etc.				
Helping employers to meet Affirmative Action Programs				
Training Supervisors in EEO regulations/requirements				
Others: ____________				

TRAINING AREA	Very Important	Important	Somewhat Important	Little Importance
E. Financial Management E.				
Programatic and Cost Activity Accounting				
Relating financial data to programatic/management information system data				
Designing a financial management system				
Using management information system data to assess performance				
Using financial data in evaluation				
Property management				
Internal control				
Developing an automated financial management system				
General accounting procedures				
Others: ____________				
F. Human Resource Development F.				
Developing agency training plans				
Designing training courses				
Designing and implementing needs assessment for employee development				
Conducting training sessions				
Implementing assessment, evaluation and reporting				
Developing train-the-trainer techniques				
Designing on-the-job training programs				
Others: ____________				
G. Job Development, Placement and Employer Relations G.				
Selling the program to employers				
Assessing the quality of placement efforts				
Establishing and refining job development and placement emphasis				
Identifying potential employers				
Identifying occupational areas for job development and placement emphasis				

(Complete remainder of this section in the next column)

TRAINING AREA	Very Important	Important	Somewhat Important	Little Importance
Following up on placements				
Negotiating job development and placement opportunities with employer				
Coordinating with other job development and placement agencies				
Matching clients with jobs				
Others: ____________				
H. Management Information Systems H.				
Program assessment				
Reporting requirements				
Verification of chart eligibility				
Overview of MIS				
Processing client information				
Automating data processing functions				
Developing and implementing a tracking system				
Others: ____________				
I. Organization, Staffing and Personnel I.				
Establishing Career Development Plans				
Establishing staffing patterns and job descriptions				
Establishing organizational structure and responsibilities				
Orienting new personnel				
Reviewing and refining wage and salary structures				
Evaluating employer performance				
Establishing an interfacing with state/local merit system				
Operating employee grievance system				
Establishing employee benefit packages				
Establishing personnel system				
Others: ____________				

TRAINING AREA	Very Important	Important	Somewhat Important	Little Importance
J. Orientation to ETA and it's Programs J.				
Understanding the structure of ETA				
Recognizing goals and objectives of ETA and approaches to achieving such goals and objectives				
Understanding the various ETA programs currently in operation				
Understanding the relationships between levels of government involved in employment and training programs				
Understanding the relationship of various human service functions (counseling, testing, skill training)				
Appreciating the relationship of ETA to broader socio-economic trends and initiatives				
Understanding the legislative and historical background of ETA programs				
Others: ______________________				
K. Program Linkages K.				
Evaluating ones' own program with other community programs for mutual benefit				
Surveying the community to identify potential linkage agencies				
Developing program linkages with local education agencies				
Negotiating performance-based linkage agreements				
Clarifying types of linkages with other agencies				
Understanding the background of and rationale for program linkages				
Implementing effective interpersonal relationships with other service agencies				
Others: ______________________				

TRAINING AREA	Very Important	Important	Somewhat Important	Little Importance
L. Program Planning L.				
Implementing contingency planning				
Identifying sources for available data				
Use of available data				
Identifying administrative and management priorities in conjunction with agency and local BES office roles				
Performing area analysis				
Designing participant service systems				
Developing operational plan and grant application				
Designing administrative and management systems				
Developing agency program and budget plans				
Defining agency and local BES office purposes				
Others: ______________________				
M. Program Review, Assessment and Evaluation Approaches M.				
Understanding the requirements for establishing an Independent Monitoring Unit				
Design of program evaluation				
Development and implementation of follow-up designs				
Presentation of corrective action results				
Assessment of education and training services				
Evaluating programs currently in operation				
Utilizing management information system data for program evaluation				
Others: ______________________				

TRAINING AREA		Very Important	Important	Somewhat Important	Little Importance
N. Public Relations and Information	N.				
Developing and maintaining media access					
Assuring compliance with freedom of information and privacy acts					
Developing and issuing press releases					
Understanding public relations and information aspects of ETA-funded programs					
Coordinating with other public information officers					
Public relations training for in-house staff					
Others: ______________________					
O. Special Target Groups	O.				
Identifying and evaluating needs of special populations					
Applying for special demonstration projects					
Planning and designing programs for special target groups					
Linkage of services with other agencies					
Implementing special features and activities					
Others: ______________________					
P. Subgrant and Contract Management	P.				
Developing request for proposal packages					
Negotiating budgets and services with potential subgrants/contractors					
Developing a systematic approach to the contractual process					
Planning to identify needed subgrantees/contractors					
Evaluating proposals					
Others: ______________________					

TRAINING AREA		Very Important	Important	Somewhat Important	Little Importance
Q. Supervision and Management	Q.				
Developing methods for employee performance appraisal					
Developing effective communications					
Time management					
Delegating responsibilities					
Human relations training (motivation, discipline, etc.)					
R. Independent Monitoring Units	R.				
Implementing corrective action by out-of-compliance contractors					
Developing an Independent Monitoring Unit					
Monitoring Sub-grantees					
Others: ______________________					

APPENDIX G

CETA STAFF MEMBER'S COVER LETTER FOR CETA STAFF NEEDS ASSESSMENT SURVEY

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

May 3, 1979

Dear CETA Staff Member:

The Division of Occupational and Vocational Studies at The Pennsylvania State University is currently conducting a research project entitled "Assessment of CETA Staff Personnel Training Needs in Pennsylvania."

As a part of this research activity we are attempting to determine those operational functions which staff members perceive as important to carrying out their occupational responsibilities.

To accomplish this objective we would like to ask for your participation by completing the enclosed survey instrument. This survey was developed by various CETA personnel in the State in conjunction with the Penn State project staff.

This survey has been disseminated to each prime sponsor director and ten people in each of the 31 prime sponsor areas. Individual participants have been selected by each prime sponsor director.

The survey should require no more than 15-20 minutes to complete. Your participation is purely optional and all respondents will remain anonymous. A return envelope has also been provided to allow you to return the survey at your convenience.

The results of this survey will be utilized to determine future directions to accommodate your individual training needs. Your assistance is sincerely appreciated and any comments, questions or suggestions can be obtained by contacting our office for additional information.

Sincerely,

John J. Vincent

John J. Vincent

JJV/ejk

Enclosures

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX H

PAGE TWO OF CETA STAFF NEEDS ASSESSMENT SURVEY WHICH APPEARED IN CETA DIRECTOR'S SURVEY FORM

14. Would you be interested in participating in a training program that would benefit your current training needs? Yes _____ No _____

15. The type of training which would be most beneficial to meeting my current needs would be:

    A. A series of 2-3 day workshops. ______

    B. Graduate level courses which address manpower training programs. ______

    C. Individualized materials. ______

16. A. Please indicate the number of surveys disseminated to staff members for completion, including this form _______.

    B. Please list the job titles of the staff members to whom the surveys were disseminated and the number for each.

    Example: _1_ Director _2_ Administrative Asst. _1_ Fiscal Officers
    _3_ Counselors _4_ Job Developers _11_ TOTAL

No. of Forms	Job Title	No. of Forms	Job Title

General Instructions for Completion of this Survey

The remainder of this survey is designed to determine those CETA functions which you consider to be most important to your current job responsibilities. In Section 2 you are asked to rank 5 general areas you consider to be beneficial to your training needs and in Section 3 you are asked to complete more specific information related only to the 5 areas you selected. Before completing Section 2 of this survey briefly review the items in Section 3 to develop a better understanding of the items to be ranked in Section 2.

APPENDIX I

FOLLOW-UP LETTER TO CETA DIRECTORS FOR CETA STAFF NEEDS ASSESSMENT SURVEY

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

May 16, 1979

Dear

I would like to extend my sincere appreciation for your assistance in a recent research project entitled: Assessing the Needs of CETA Staff Personnel in Pennsylvania, being conducted by the Division of Occupational and Vocational Studies at The Pennsylvania State University.

Although the response to this survey, which was mailed on May 3, 1979 has been very favorable, there are some prime sponsor areas that have not responded. In order to insure accurate analysis of the data, your cooperation is most essential. The survey is confidential and requires only 15-20 minutes for completion. A return envelope is also provided for your convenience.

If perhaps you or the staff members in your area have not yet completed the survey, your assistance would be much appreciated in carrying out this activity.

If the survey has been completed, we would like to extend many thanks for your interest and concern.

Sincerely,

John J Vincent

John J. Vincent

JJV/sra

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361